

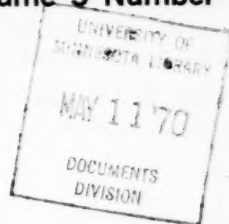
HE 5.77:5/5

ref table 2 ✓

# EDUCATIONAL RESOURCES INFORMATION CENTER

May 1970

Volume 5 Number 5



# ERIC

# *research*

# in

# *education*

# RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports and current research projects in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education  
Office of Information Dissemination

**Organization of Journal** RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document and Project Sections by ED or EP numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance; the EP prefix identifies current Office of Education research projects.

The indexes which follow the résumés in each edition cite the contents by:

Subject  
Author or investigator  
Institution  
Accession numbers

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Volume 5 Number 5

May 1970

# Research in Education

ED 034 903-035 774 / EP 012 106-012 127

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# RESEARCH IN EDUCATION

## Introduction

**Research in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports and projects. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

# SPECIAL NOTICE To Users of Research in Education

## CORRECTIONS

## DOCUMENT SECTION

## SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed. **ED 013 371**

Author(s). **Norberg, Kenneth D.**

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif.**

Date published. **Spons Agency—USOE Bur of Research Report No.—NDEA-VIIB-449**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Pub Date—15 Apr 66**

Alternate source for obtaining documents. **Contract—OEC-4-16-023**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above. **Note —Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.**

**Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)**

**EDRS Price—MF-\$0.75 HC-\$5.24 129p.**

Descriptors—\*Bibliographies, \*Communication (thought transfer), \*Perception, \*Pictorial Stimuli, \*Symbolic Language, Instructional Technology, Visual Stimuli.

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). \* **AA 000 223**

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*.

Informative Abstract.

Abstractor's initials. **(AL)**

\* The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

# SPECIAL NOTICE

## To Users of Research In Education

### CORRECTION

The following 11 résumés ED 034 076 - 034 086 were inadvertently omitted from the Document Résumé Section of the April *Research in Education*. The index entries, however, ie. Subject, Author, Institution, and Cross Reference can be found in the April issue. Therefore, reference to the indexing for the résumés shown here may be made by consulting the April issue. Organizations binding sets of *Research in Education* may wish to consider relocation of this page into its appropriate position in the April issue.

ED 034 076 AA 000 436

*Burdin, Joel L., Ed. Lanzillotti, Kallopee, Ed.*  
**A Reader's Guide to the Comprehensive Models for  
Preparing Elementary Teachers.**  
ERIC Clearinghouse on Teacher Education, Wash-  
ington, D.C.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research,  
Bureau No—BR-8-0490

Pub Date Feb 70

Contract—OEC-0-8-080490-3706

Note—316p.

Available from—American Association of Colleges  
for Teacher Education, One Dupont Circle, N.W.,  
Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$1.25 HC-\$15.90

Descriptors—Academic Education, \*Behavioral  
Objectives, College School Cooperation, Differenti-  
ated Staffs, \*Elementary School Teachers,  
Feedback, \*Individualized Instruction, Informa-  
tion Systems, Inservice Teacher Education, \*Mod-  
els, Preservice Education, Professional Education,  
Program Administration, Program Evaluation,  
School Community Cooperation, Systems Ap-  
proach, \*Teacher Education Curriculum, Teacher  
Educators, Teacher Evaluation, Teacher Selection,  
Teaching Experience

Identifiers—Specifications for Elementary Teacher  
Education

This publication is intended to serve as a guide to  
nine elementary teacher education models financed  
by the U.S. Office of Education in 1968. The authors  
of the models, gathered at a 2-day conference in  
April, 1969, wrote the nine summaries of their mod-  
els which appear in this guide. Each summary is  
similarly organized (except one not written at the  
conference) and presents information about model  
goals; selection procedures; preservice, professional,  
academic, and inservice components; faculty; evalua-  
tion; and management. An index at the end of the  
guide cross references similar concepts in the model  
summaries, such as behavioral objectives, individu-  
alized instruction, behavioral specifications, and a  
systems approach to teacher education. The guide  
also includes a transcript of a discussion among  
the writers about certification, institutional change,  
inservice programs, and other concerns of teacher  
educators. Related documents (including the nine  
models from Florida State University; Michigan  
State University; Northwest Regional Educational  
Laboratory; Syracuse University; Teachers College,  
Columbia University; and the Universities of Georgia,  
Massachusetts, Pittsburgh, and Toledo) are  
ED's: 018 677, 025 456-7, 024 490, 025 491-2, 025  
495, 026 301-2, 026 305-31, 027 268, 027 276, 027  
283, 027 284, 027 285-7, 029 813, 030 631, 031 460.  
(LP)

ED 034 077 AA 000 437

*Oberholzer, Kenneth E.*  
**Instructional Television Facilities: A Guide for School  
Administrators and Board Members.** PREP-I.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research; Office of  
Education (DHEW), Washington, D.C. Div. of  
Information, Technology, and Dissemination.  
Report No—PREP-I

Pub Date 69

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—\*Administrator Guides, Audiovisual  
Centers, Equipment, \*Facility Requirements,  
Instructional Aids, \*Instructional Television,  
\*Media Technology, \*School Administration  
Identifiers—\*Putting Research into Educational  
Practice (PREP)

The purpose of this Guide, for school administra-  
tors and board members, is to provide newcomers  
in television with an understanding of Instructional  
Television (ITV) facilities for school and school  
systems. The discussions herein provide the reader  
with information and direction to enable him to  
select the best facilities for his purposes. For further  
information, reference is made to a longer, more  
comprehensive publication on which this version  
is partly based - "Instructional Television Facilities:  
A Planning Guide" by John P. Witherspoon and  
William J. Kessler. Three documents include the  
educational value of ITV, planning suggestions for  
school administrators and school board members,  
and a list of current related documents available  
from ERIC Document Reproduction Service. (LS)

ED 034 078 AA 000 438

*Smith, Carl B. And Others*  
**Reading Difficulties: Reading and the Home Environ-  
ment. The Principal's Responsibility.** PREP II.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research; Office of  
Education (DHEW), Washington, D.C. Div. of  
Information, Technology, and Dissemination.

Report No—PREP-2

Pub Date 69

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—\*Family Environment, Instructional  
Innovation, \*Principals, \*Reading Difficulty,  
Reading Instruction, \*Reading Research, \*Remed-  
ial Reading Programs

Identifiers—\*Putting Research into Educational  
Practice (PREP)

This is the first monograph in the PREP reading  
series which focus on reading difficulties and the  
cooperative efforts of various professionals to deal  
with the problems encountered. Each of the four of  
the series directs its message to a specific person on  
a school staff; each focuses on a different aspect of  
treating reading difficulty and explains what can be  
done to make that treatment more effective. The  
target of this monograph is the school principal. It  
discusses environmental causes of reading problems,  
describes some successful school reading programs,  
and offers recommendations and guidelines to the  
principal for implementing similar programs in his  
own school. The kit also includes a bibliography of  
the references cited. Listed, too, are the services  
offered by the Educational Resources Information  
Center (ERIC) of the Office of Education which will  
assist educators to keep informed on the latest re-  
search, development and current practices in the  
teaching of reading. Related publications are ED  
034 079, 80 and 81. (ON)

ED 034 079 AA 000 439

*Smith, Carl B. And Others*  
**Establishing Central Reading Clinics-The Administra-  
tor's Role.** PREP-III.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research; Office of  
Education (DHEW), Washington, D.C. Div. of  
Information, Technology, and Dissemination.

Report No—PREP-3

Pub Date 69

Note—48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors—\*Administrative Personnel, Element-  
ary School Students, \*Reading Clinics, Reading  
Diagnosis, \*Reading Difficulty, Remedial Read-  
ing Clinics, Secondary School Students

Identifiers—\*Putting Research into Educational  
Practice (PREP), Severely Disabled Reader  
This kit, directed to administrators, is the second

in the PREP series of four on reading difficulties and  
the efforts of professional groups to deal with the  
problems. The kit contains five related documents:  
(3-A) a monograph identifying types of cases best  
handled at clinics or diagnostic centers, descriptions  
of various clinics, and data helpful to administrators;  
(3-B) a bibliography of the references cited in 3-A;  
(3-C) a list of university reading clinics that treat  
severe reading disabilities; (3-D) a sample book list  
for reading clinics; and (3-E) a list of the latest re-  
search documents on reading available through  
ERIC. Related publications are ED 034 078, ED  
034 080 and ED 034 081. (LS)

ED 034 080 AA 000 440

*Smith, Carl B. And Others*  
**Correcting Reading Problems in the Classroom.**  
PREP-IV.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research; Office of  
Education (DHEW), Washington, D.C. Div. of  
Information, Technology, and Dissemination.

Report No—PREP-4

Pub Date 69

Note—77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—\*Classroom Guidance Programs,  
\*Corrective Reading, \*Elementary School Stu-  
dents, Oral Reading, Reading Comprehension,  
Reading Diagnosis, \*Reading Difficulty, \*Remed-  
ial Teachers

Identifiers—\*Putting Research into Educational  
Practice (PREP)

This monograph, third in the reading series of four,  
is directed to the classroom teacher, who is usually  
the first to become aware of the child's reading  
problems. The teacher should be able either to cor-  
rect those difficulties or refer the child with more  
serious problems to a reading specialist. Related  
documents in the kit are: (4-B) "References"; (4-C)  
"Techniques for Classroom Diagnosis of Reading  
Problems"; (4-D) "Individualizing Reading Instruc-  
tion"; and (4-E) "Current Reading Research for the  
Teacher" available from ERIC. Related publications  
are ED 034 078, ED 034 079 and ED 034 081. (LS)

ED 034 081 AA 000 441

*Smith, Carl B. And Others*  
**The Specialist's Role. Treating Reading Disabilities.**  
PREP V.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research; Office of  
Education (DHEW), Washington, D.C. Div. of  
Information, Technology, and Dissemination.

Report No—PREP-5

Pub Date 69

Note—78p.

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors—\*Classroom Guidance Programs,  
Corrective Reading, \*Elementary School Stu-  
dents, Group Guidance, \*Individualized Reading,  
\*Reading Difficulty, Remedial Reading Programs,  
Remedial Teachers, \*Specialists

Identifiers—\*Putting Research into Educational  
Practice (PREP)

This fourth monograph in the PREP reading series,  
concerns the role of the reading specialist who gives  
specific and concentrated treatment to individual  
and groups of children. He works closely with the  
classroom teacher, either in one school or in several.  
Related documents in this kit are: (5-B) "Refer-  
ences"; (5-C) "Diagnostic and Correctional Pro-  
cedures for Specific Reading Skills"; (5-D) "Indi-  
vidualizing Reading Instruction"; and (5-E) "ERIC  
keeps the Specialist Informed." For related docu-  
ments in this series see ED 034 078, ED 034 079 and  
ED 034 080. (LS)



# CORRECTION

ED 034 082

AA 000 442

Ulibarri, Horacio. *And Others*  
Bilingual Education. PREP-VI.  
New Mexico Univ., Albuquerque.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research.; Office of  
Education (DHEW), Washington, D.C. Div. of  
Information, Technology, and Dissemination.

Report No.—PREP-6

Pub Date 69

Note—83p.

EDRS Price MF-\$0.50 HC-\$4.25

Descriptors—\*Administrator Guides, \*Bicultural-  
ism, \*Bilingual Education, Bilingual Students,  
English (Second Language), Instructional Aids,  
\*Mexican Americans, Minority Group Children,  
Spanish Speaking

Identifiers—\*Putting Research into Educational  
Practice (PREP)

The five documents in this PREP kit report on the  
significant R&D findings and current practice in  
bilingual education, from a project supported under  
OE's Targeted Communications Program. "Admin-  
istration of Bilingual Education," one of the docu-  
ments in the kit, is directed to administrators, school  
board members, and others who must make policy  
decisions concerning such a program. It treats such  
topics as the goals of a bilingual education program,  
the role of the administrator, the selection of the  
right teacher for bilingual education, materials  
available for teaching bilingual education, testing,  
and Federal funds available for these programs. A  
second document, directed to the teacher of bilingual  
children, discusses some of the cultural differences  
and problems encountered in the teaching of these  
children, and presents practical recommendations  
and suggestions for strengthening classroom ap-  
proaches. Annotated bibliographies accompany  
sections of this document. The remaining documents  
contain brief descriptions of 10 ongoing exemplary  
bilingual education programs, a listing of other  
programs by State, and some current research docu-  
ments on bilingual education from the ERIC system,  
with information for ordering them from EDRS.  
(LS)

ED 034 083

AA 000 443

Wilson, James D. *And Others*  
Research for School Board Members. School-Commu-  
nity Relations. PREP-VII.  
Tennessee Univ., Knoxville

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research.; Office of  
Education (DHEW), Washington, D.C. Div. of  
Information, Technology, and Dissemination.

Report No.—PREP-7

Pub Date 69

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—\*Boards of Education, Communica-  
tion (Thought Transfer), \*Community Relations,  
\*Community Support, Educational Planning,  
\*Educational Research, Public Relations, School  
Administration, \*School Community Relation-  
ship, School Support

This kit of ten documents treats in capsule form  
some of the more critical and immediate problems  
and responsibilities confronting school boards. The  
purpose of the study was to collect, synthesize and

interpret the very latest research for school board  
members. The topics covered were identified as  
critical and timely areas of concern by an Advisory  
Committee of persons selected for their work with  
school boards throughout the country. The follow-  
ing topics are treated in this kit: (No. 7-A) Com-  
municating With the Public; (No. 7-B) Public Ex-  
pectations of Boards of Education; (No. 7-C) Public  
Opinions of the Schools; (No. 7-D) Community Sup-  
port for Education: Elections Involving School  
Issues; (No. 7-E) Joint Endeavors of the Commu-  
nity and School; (No. 7-F) Approaches to School-  
Community Relations; (No. 7-G) Mass Media in  
School-Community Relations; (No. 7-H) Evalua-  
tion of School Public Relations Programs; (No. 7-I)  
School and Community Conflict; (No. 7-J) Current  
Research for School Board Members. The project  
was conducted by Dr. Dewey H. Stollar at the Uni-  
versity of Tennessee. A related document is ED 034  
084. (ON)

ED 034 084

AA 000 444

Stollar, Dewey H. *And Others*  
Research for School Board Members: Teacher Mil-  
itancy, Negotiations, and Strikes. PREP-VIII.  
Tennessee Univ., Knoxville.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research.; Office of  
Education (DHEW), Washington, D.C. Div. of  
Information, Technology, and Dissemination.

Report No.—PREP-8

Pub Date 69

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Administration, \*Board of Education  
Role, \*Collective Negotiation, Community Re-  
lations, \*Teacher Militancy, \*Teacher Strikes  
Identifiers—\*Putting Research into Educational  
Practice (PREP)

The documents in this kit, second in a series on  
Research for School Board Members, analyzes the  
continuing rise in teacher militancy, the causes and  
effects on public education, community relations,  
methods of teaching and administration. Also dis-  
cussed is the responsibility of School Boards and  
their administrators in dealing with the teachers to  
replace conflict with cooperation, and to see the  
work of militancy as beneficial, not detrimental to  
American children and their educational system.  
References and related documents available from  
ERIC are included. (LS)

ED 034 085

AA 000 445

Banta, Trudy W. *And Others*  
Job - Oriented Education Programs for the Disadvan-  
taged. Schools and Industry Cooperative. PREP-IX.  
Tennessee Univ., Knoxville

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Report No.—PREP-9

Pub Date 69

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—\*Disadvantaged Groups, \*Education-  
al Programs, Employment Opportunities, \*Indus-  
trial Training, \*Manpower Development, Poten-  
tial Dropouts, \*Training Techniques, Under-  
employed, Unemployed

Identifiers—\*Putting Research into Educational  
Practice (PREP), Targeted Communications  
Program

The alliance of private industry and the schools  
has produced many excellent job-oriented education  
programs for the potential school dropout, the hard-  
core unemployed, and the underemployed. However,  
the majority of educators and businessmen through-  
out the country probably are not aware of the variety  
of cooperative training ventures that have been  
attempted because no detailed compilation of infor-  
mation about such programs has been available.  
Such a report has now been prepared on a project  
supported by the U. S. Office of Education through  
its Targeted Communications Program. The four  
documents included in this kit are: (No. 9-A) "A  
Survey of Existing Cooperative Job-Oriented Educa-  
tion Programs" which provides a brief description  
of 61 exemplary programs and classifies the pro-  
grams by target population type of program, type  
of sponsoring company, organization, and state;  
(No. 9-B) is a synthesis and analysis of data from  
questionnaires completed by the participating  
school and business personnel on their programs;  
(No. 9-C) gives a more detailed description of 15  
of the exemplary programs; and (No. 9-D) is a list  
of current selected ERIC documents on preparing  
the disadvantaged for the world of work. A related  
document is ED 034 086. (ON)

ED 034 086

AA 000 446

Banta, Trudy W.  
Seminar on Preparing the Disadvantaged for Jobs:  
A Planning Handbook. PREP-X.

Tennessee Univ., Knoxville

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Report No.—PREP-10

Pub Date 70

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—\*Disadvantaged Groups, \*Education-  
al Programs, Employment Opportunities, \*Indus-  
trial Training, \*Manpower Development, \*Semi-  
nars, Training Objectives

Identifiers—\*Putting Research into Educational  
Practice (PREP), Targeted Communications Pro-  
gram

An extensive review of the literature on the prob-  
lem of preparing the disadvantaged for jobs has been  
compiled. The study includes information on a na-  
tion-wide survey of exemplary job-oriented educa-  
tion programs for the disadvantaged conducted  
jointly by private industry and the schools. Finally,  
three seminars were held for businessmen, educators,  
and other community leaders in Knoxville, Denver  
and New York City to test the seminar as a method  
of disseminating the material compiled by the study  
and to stimulate interest in further cooperative  
efforts. It is believed that the experience gained in  
the three trial seminars has provided a set of guide-  
lines that could be helpful to others who might wish  
to hold such a seminar in other communities. Ac-  
cordingly a handbook has been developed in order  
to convey an understanding of the objectives of a  
"Seminar on Preparing the Disadvantaged for Jobs"  
and of the means which may be employed to attain  
these objectives. This project was funded by the  
Office of Education under its Targeted Commu-  
nications Program. A related document is ED 034 085.  
(ON)



# Document Résumés

5

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number. Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

AA — Leasco Systems and Research  
AC — Adult Education  
AL — Linguistics  
CG — Counseling and Personnel Services  
EA — Educational Administration  
EC — Exceptional Children  
EF — Educational Facilities  
EM — Educational Media and Technology  
FL — Foreign Languages, Teaching of  
HE — Higher Education

JC — Junior Colleges  
LI — Library and Information Sciences  
PS — Early Childhood Education  
RC — Rural Education and Small Schools  
RE — Reading  
SE — Science Education  
SP — Teacher Education  
TE — Teaching of English  
UD — Disadvantaged  
VT — Vocational and Technical Education

**ED 034 903** AA 000 468  
*Hovey, Harold A. And Others*  
**School Assistance in Federally Affected Areas. A Study of Public Laws 81-874 and 81-815. Final Report.**  
Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date Dec 69  
Note—181p.  
**EDRS Price MF-\$0.75 HC-\$9.15**  
Descriptors—\*Federal Aid, \*Federal Laws, Federal Programs, \*Federal State Relationship, School Funds, \*State Federal Support  
The impacted aid program has been controversial since its inception. The Congress has broadened the coverage of the program periodically to the point where it now reaches school districts accounting for half of all public elementary and secondary school enrollment in the United States. In the fiscal 1969 budget, the Administration requested and Congress provided for a study of the impacted areas program. This study is as broad as the legislation itself, reflecting all facets of assistance under P.L. 81-874 and P.L. 81-815. This report presents the results of the study. The study provides an overview of the conclusions and recommendations. The analysis leading to these conclusions and details of the recommended program are presented in the body of the report. The recommended program, if accepted, will be quite simple to administer. (ON)

**ED 034 904** AA 000 469  
**State Legislation for Children with Learning Disabilities. CEC State-Federal Information Clearinghouse for Exceptional Children Series on Government and the Exceptional Child, Volume I.**  
Council for Exceptional Children, Arlington, Va.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date Jan 70  
Note—62p.  
**EDRS Price MF-\$0.50 HC-\$3.20**  
Descriptors—Administrative Policy, Administrator Responsibility, Admission Criteria, Definitions, \*Educational Programs, \*Exceptional Child Education, Financial Support, \*Learning Disabilities, School Attendance Laws, School Districts, School District Spending, Special Classes, Special Services, State Laws, \*State Legislation  
The first in a series of reports on the exceptional child and government, the publication is compiled from the laws of the 50 states and is specifically directed to the child with learning disabilities. Not included are the laws of states in

which the learning disabled receive services when no specific legal provisions are made (an umbrella law covers all exceptional children) or when services have been extended by broadening legal labels such as "crippled," "maladjusted," or "health impaired." The document is updated through 1969; more current information will become available from the State-Federal Information Clearinghouse. Laws are cited from the following states: California, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Massachusetts, Nevada, New Jersey, New Mexico, Oklahoma, Oregon, Pennsylvania, South Dakota, Texas, Washington, and West Virginia. (RJ)

**ED 034 905** AA 000 470  
**To Improve Learning: A Report to the President and the Congress of the United States.**  
Commission on Instructional Technology, Washington, D.C.  
Pub Date Aug 69  
Note—252p.  
**EDRS Price MF-\$1.00 HC-\$12.70**

Descriptors—\*Educational Improvement, Educational Needs, \*Educational Research, \*Educational Resources, \*Instructional Technology, \*Learning, Technological Advancement

A Commission on Instructional Technology has been established to assist the nation and to meet some of the most pressing educational needs. The Commission's task was to determine if belief in technology's value for education is justified. The starting point of the study is learning. The value of any technology used in education is therefore measured by its capacity to improve learning. In the conviction that technology can make education more productive, individual and powerful, give instruction a more scientific base, make access to education more equal, more democratic, the Commission concludes that the nation should increase its investment in instructional technology. Six recommendations are proposed: (1) Establish the National Institute of Education—well funded and broadly based; (2) Establish a National Institute of Instructional Technology within the National Institute of Education; (3) Establish a national center or library of educational resources; (4) Propose projects to demonstrate the value of technology for instruction; (5) Support programs based on stepped up research and development to train and retrain administrators, teachers and specialists; (6) Establish a National Council of Education and Industry. The Commission envisions that education can be improved by the possibilities inherent in the new technology. The Commission believes that following its proposals will help achieve this vision. (ON)

**ED 034 906** AA 000 471  
*Rittenhouse, Carl H.*  
**Paraprofessional Aides in Education. PREP-XII.**  
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Information, Technology, and Dissemination.  
Report No.—PREP-12  
Pub Date [69]  
Note—53p.  
**EDRS Price MF-\$0.25 HC-\$2.75**  
Descriptors—\*Ancillary Services, \*Career Opportunities, \*Community Involvement, Educational Programs, Employment Services, Manpower Development, \*Paraprofessional School Personnel, Program Administration, \*Teacher Aides  
Identifiers—\*Putting Research into Educational Practice (PREP)  
Paraprofessional aides in education are used primarily to free teachers to perform the professional functions for which they are trained. The nine documents in this kit are the result of a nationwide survey of research and development findings and current practices in the use of paraprofessional aides. The subjects discussed in this report are: planning, funding, and administering aide programs; roles and functions of aides; recruitment, placement and supervision of aides; evaluation of aide performance and programs. Also included are a list of sources for aide program information, samples of aide training programs and a list of current related documents available from ERIC. The final report on which this study is based is available through ERIC: "An Interpretive Study of the Use of Paraprofessional Aides in Education." (ED 032 294). (LS)

**ED 034 907** AA 000 472  
**Exceptional Children Conference Papers: Early Childhood Education - An Overview.**  
Council for Exceptional Children, Arlington, Va.  
Pub Date Dec 69  
Note—164p.; Papers presented at the Special Conference on Early Childhood Education, New Orleans, Louisiana, December 10-13, 1969.  
**EDRS Price MF-\$0.75 HC-\$8.30**  
Descriptors—Cognitive Development, \*Early Childhood Education, Early Experience, Educational Objectives, \*Educational Philosophy, Environmental Influences, \*Exceptional Child Education, Identification, Infants, Parent Role, Perception, Preschool Education, Psychological Characteristics  
Identifiers—Head Start  
Eight conference papers on early childhood education give a philosophical overview to the instruction of young children. Contents include a

presentation by Edward W. Martin on a new outlook for early education of handicapped children and a report by Mrs. Betty Dubnoff on the case for early identification and intervention. Other presentations include a discussion on the rationale for early identification by Bettye M. Caldwell, the rationale and curriculum framework for an infant education system by John Meier and Leslie Segner, and a review of various studies of Head Start Programs through a historical perspective by James S. Payne, Walter J. Cegielka, and John O. Cooper. The utilization of Piaget's theory of cognitive development is treated by Mortimer Garrison, Jr. Information is given on thoughts and concerns on the basic psychological needs in infancy and early childhood by Povl. W. Tousseng, and Marshall D. Schechter presents a conceptual model for understanding and dealing with perceptual problems. (WW)

**ED 034 908** AA 000 473  
**Exceptional Children Conference Papers: Environmental Influences in the Early Education of Migrant and Disadvantaged Students.**  
Council for Exceptional Children, Arlington, Va. Pub Date Dec 69

Note—85p.; Papers presented at the Special Conference on Early Childhood Education, New Orleans, Louisiana, December 10-13, 1969.

**EDRS Price MF-\$0.50 HC-\$4.35**

**Descriptors**—Bilingual Students, Cognitive Development, Conference Reports, Day Care Services, Design Needs, \*Disadvantaged Youth, \*Early Childhood Education, \*Environmental Influences, \*Exceptional Child Education, Learning Disabilities, Mexican Americans, \*Migrant Youth, Parent Participation, Preschool Children, Teaching Methods, Testing Problems, Verbal Ability, Vocational Education

Conference papers on early childhood education cover the following topics: individual variation among preschoolers in a cognitive intervention program in low income families presented by Phyllis Levenstein, programmatic research on disadvantaged youth and an ameliorative intervention program by Merle B. Karnes and others, special education and disadvantaged Mexican Americans by Armando Rodriguez, disadvantaged migrant students and remediation through vocational education by William M. Smith, remediation and practical approaches to learning disabilities of migrant students by Aris Diaz, and environmental criteria for preschool day care facilities by Randolph L. Waligura and M. Thompson. (RJ)

**ED 034 909** AA 000 474  
**Exceptional Children Conference Papers: Curriculum, Methods, and Materials in Early Childhood Education Programs.**

Council for Exceptional Children, Arlington, Va. Pub Date Dec 69

Note—175p.; Papers presented at the Special Conference on Early Childhood Education, New Orleans, Louisiana, December 10-13, 1969.

**EDRS Price MF-\$0.75 HC-\$8.85**

**Descriptors**—Cerebral Palsy, Classroom Observation Techniques, Cleft Palate, Conference Reports, \*Curriculum, Curriculum Development, \*Early Childhood Education, \*Early Experience, \*Educational Programs, \*Exceptional Child Education, Parent Participation, Preschool Children, Sequential Approach, Speech Handicapped, Speech Therapy, Student Behavior, Student Evaluation, Visually Handicapped

Thirteen papers on early childhood education are presented on the following topics: stimulation and cognitive development of infants and younger children, curriculum development for young handicapped children, a rationale for sequencing instructional activities for preschool handicapped children, observation of educational activities and children's behavior in a nursery school, materials and procedures for assessing cognitive development in preschool children, a preschool program for young cerebral palsied children, the British Infant School Program, the program of the Human Development Training Institute (San Diego), two papers on the young visually impaired dealing with age ranges from birth to 3 years, and 3 to 6 years, and a service for parents and visually handicapped preschoolers in a metropolitan area. Also included are discussions of a demonstration project of speech therapy for

preschoolers with cleft palate and new techniques in speech therapy for young children. (RJ)

**ED 034 910** AA 000 475  
**Exceptional Children Conference Papers: Parent Participation in Early Childhood Education.**  
Council for Exceptional Children, Arlington, Va. Pub Date Dec 69

Note—121p.; Papers presented at the Special Conference on Early Childhood Education, New Orleans, Louisiana, December 10-13, 1969.

**EDRS Price MF-\$0.50 HC-\$6.15**

**Descriptors**—Behavior Change, Child Rearing, Conference Reports, \*Early Childhood Education, \*Exceptional Child Education, Family Involvement, Identification, Infants, Parent Attitudes, \*Parent Counseling, Parent Education, \*Parent Participation, Parent Role, Preschool Children

Eight discussions of parent participation cover the following areas: dimensions of family involvement in early childhood education; the relationship of the parent, child, and professional staff; parent reactions to the identification of handicaps and their involvement in early education; parent participation in a program of behavior modification for physically handicapped children; the use of parent meetings and parent educators who visit homes to assist parents in helping children to learn; a program for training mothers to instruct their infants at home; a sociological perspective on counseling parents of handicapped children; and early diagnosis of deafness and parent counseling. (RJ)

**ED 034 911** AA 000 476  
**Exceptional Children Conference Papers: Training and Personnel in Early Childhood Education Programs.**

Council for Exceptional Children, Arlington, Va. Pub Date Dec 69

Note—57p.; Papers presented at the Special Conference on Early Childhood Education, New Orleans, Louisiana, December 10-13, 1969.

**EDRS Price MF-\$0.25 HC-\$2.95**

**Descriptors**—Conference Reports, Course Content, Course Objectives, \*Early Childhood Education, Educational Programs, \*Exceptional Child Education, Inservice Education, \*Paraprofessional School Personnel, Program Evaluation, Teacher Aides, Teacher Role

Four papers discuss training and personnel in early childhood education. The concepts developed by the Division of Training Programs in seeking to award a grant for planning inservice training programs are described by J. Gerald Minskoff as is the role of a training coordinator. An evaluation of a pilot program to train teacher aides is presented by Fred L. Gross, while Leonard Kaplan and Vallis Fineberg consider the effective use of paraprofessionals in the classroom. Also included is a paper by Richard Artes on the use of paraprofessionals for speech and language development in young children. (RJ)

**ED 034 912** AA 000 477  
**Science Education Information Reports, Occasional Paper Series, Science Paper 1, Inservice Education for Teachers of Secondary School Science.**

Ohio State Univ., Columbus. ERIC Information Analysis Center for Science Education. Pub Date Sep 69

Note—53p.

**EDRS Price MF-\$0.25 HC-\$2.75**

**Descriptors**—\*Inservice Teacher Education, Program Descriptions, Research Needs, \*Research Reviews (Publications), Research Utilization, Science Institutes, \*Science Teachers, Secondary School Science

This paper is the first of a series of occasional papers to be released through the ERIC Center for Science Education designed to report to the profession on various aspects of science education. The author reviewed three document types dealing with inservice education for secondary school science teachers. These were (1) published descriptions of inservice programs, (2) evaluative reports and studies of inservice programs, (3) research studies relevant to inservice education for science teachers. The documents reviewed were all published since 1960. The reports and studies reviewed can be classified into four general groups: National Science Foundation (NSF) institute programs, locally developed pro-

grams, cooperative college-school programs, and research and/or evaluative studies. The author summarized the studies reviewed and made some recommendations on the topics of (1) local inservice programs, (2) teacher attitudes, behaviors, and characteristics, (3) areas of needed research, and (4) research designs and evaluation. (RR)

**ED 034 913** AC 003 025  
**Inventory of Federally Supported Adult Education Programs; Report to the President's National Advisory Committee on Adult Basic Education.**  
Greenleigh Associates, Inc., New York, N.Y. Pub Date Jan 68

Contract—OEC-2-7-000003-4503

Note—150p.

**EDRS Price MF-\$0.75 HC-\$7.60**

**Descriptors**—\*Adult Basic Education, Federal Aid, \*Federal Legislation, \*Federal Programs, Instructional Staff, Participant Characteristics, Policy Formation, Program Administration, \*Program Descriptions, Program Evaluation

Descriptions of the program title, its administering agency, legislative authorization, main purpose, target population, funding, stipends, programs and facilities, administration and coordination, enrollee characteristics, course and teacher characteristics, course outcome, program measurement, and recommendations (if any) for improvement are given for each of 34 Federal programs concerned with adult basic education (ABE). There are also brief descriptions of ABE programs in relation to other training programs in 13 cities and states. A large gap exists between numbers of those who need and those who actually receive ABE. The target population intended by Congress is not clear, and this study indicates that a national ABE policy needs further definition and clarification. Gaps in program coordination also exist. Recommendations include more funds, interagency reporting systems, linkages of ABE programs at all levels, stipends, distribution of funds within states by greatest need, and increased funds for training teachers. (Statistics, summarized in five tables, and descriptions of a few related programs are in the appendices.) (Jf)

**ED 034 914** AC 005 288  
**Mangano, Joseph A., Ed. Strategies for Adult Basic Education. Perspectives in Reading, 11.**

International Reading Association, Newark, Delaware. Pub Date 69

Note—88p.

**EDRS Price MF-\$0.50 HC-\$4.50**

**Descriptors**—\*Adult Basic Education, Adult Characteristics, Computer Assisted Instruction, \*Disadvantaged Groups, Educational Innovation, \*Educational Strategies, Individualized Instruction, Inservice Education, \*Instructional Materials, Professional Recognition, Programmed Instruction, \*Reading Instruction, Teacher Characteristics, Testing, Youth

**Identifiers**—Detroit Urban Adult Institute, \*Job Corps

Strategies and materials for reading instruction in adult basic education are covered, together with psychological and sociological characteristics of undereducated adults. Demonstration centers, curriculum materials programs, and related efforts are described. Such innovations as basal series for sequential reading skill development, programmed materials, and television workbook programs are evaluated, with special attention to principles of computer assisted instruction program preparation and the limitations and potential values of the method. Job Corps reading and basic education program elements, including counseling and guidance services, student selection and placement, staffing, teacher training, physical development and recreation, and special cooperative projects, are outlined; program procedures and outcomes are tentatively assessed. Also considered are the accomplishments and the performance goals of the Urban Adult Education Institute, Detroit, in preparing teachers and training disadvantaged adults; experiences and insights on individualizing instruction; teacher characteristics and limitations; and the emerging professional role of adult basic education teachers. (ly)

**ED 034 915** AC 006 131  
**Scott, Richenda C. Herbert G. Wood; A Memoir of His Life and Thought.**  
Pub Date May 67

Note—204p.

Available from—Friends Home Service Committee, Friends House, Euston Road, London, N.W. 1, England (12s 6d)

Document Not Available from EDRS.

Descriptors—\*Adult Educators, Beliefs, \*Biographies, Churches, Church Related Colleges, Church Responsibility, Democratic Values, Educational Philosophy, Ethics, Philosophy, Political Attitudes, Religion, \*Religious Education, Social Action, Theological Education

Identifiers—Great Britain, Quakers, \*Wood (Herbert G.), Woodbrooke

This biography of Herbert G. Wood, Biblical scholar, Quaker theologian, and adult educator, tells his life story (1879-1963) and then examines his interest in such topics as: The Quaker doctrine of Inward Light and the Quaker peace testimony; the historical versus the mythical Jesus; the nature of man; the meaning of history; and science and religion. The son of a Baptist minister, Wood was educated in Dames Schools, Regent's Park College (London), and Cambridge. At Woodbrooke, newly-opened Quaker educational settlement in Selly Oak, Birmingham and in Selly Oakes Colleges -- an inter-church cooperation in the field of Christian education, and a pioneer movement in adult education in England -- he devoted his life until 1940. At this time he was appointed the first Professor of Theology at the University of Birmingham. Wood was also an active member of the Workers' Education Association, at one time acting as chairman of the West Midland District. In addition, from 1947-59 he served as chairman of the Friends' Education Council, which represents the concern of a religious society for the significance of education in Great Britain. (se)

ED 034 116 AC 006 138  
A Participating Society; A Book of Current Knowledge and Interests, 1970.

National Adult School Union, London (England).

Pub Date 69

Note—256p.

Available from—National Adult School Union, Drayton House, Gordon Street, London W.C.1, England

Document Not Available from EDRS.

Descriptors—Art, Citizenship, Democracy, Drama, \*Manuals, Music, Participation, Poetry, \*Reading Materials, \*Religion, Social Problems, Values

Identifiers—China, Tanzania, Wales

This annual British handbook provides guidelines for adult study and group discussion of numerous religious and secular topics, such as authority; nonconformity; violence and aggression; laymen in the Church; social problems; drama, poetry, and music; the art of Rembrandt; contemporary China; Tanzania; football (soccer) in British life; the atmosphere and weather; canals; the kitchen; Wales and its people; and conversion to the metric system. Discussion questions are furnished, together with a year-long schedule of suggested readings and hymns. (ly)

ED 034 917 AC 006 150

The Evaluation of Guidance-Counseling Service in Office of Education Region VII and the Development of an Effective Guidance-Counseling Program for Adult Basic Education Students: Report for Fiscal Years 1969-70.

Texas Univ., Austin. Extension Teaching and Field Service Bureau.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 69

Grant—OEG 8-053078-4641(039)8-7-SP-10

Note—94p.

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors—\*Adult Basic Education, \*Adult Counseling, \*Guidance, Guidance Personnel, Pilot Projects, Questionnaires, \*Regional Programs, \*State Programs, Statistical Data, Success Factors, Summer Workshops

Identifiers—Arkansas, Louisiana, New Mexico, Oklahoma, Texas

The Office of Education Guidance and Counseling Project for Adult Basic Education in Region VII includes five state programs, each run somewhat autonomously, in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas, for which joint training preparations were made. In Phase I of the Project the central staff gathered statistical data on students, classes, and teachers from the individual states and summarized this data, and also drew together descriptive material on the

guidance functions of various personnel in each state; in Phase II each state outlined a proposed guidance and counseling program which would be effective at the local level. During the first year (Fiscal Year 1969) a Guidance and Counseling Master Unit was prepared, using audiovisual and printed material. Summer training workshops for counselors, and the establishment of large and small pilot centers in each state, are now part of the project. A questionnaire has been designed to be administered to guidance personnel and to adult basic education students, in order to attempt to pinpoint elements which increase the likelihood of student success in adult basic education programs. (Questionnaire is included.) (mf)

ED 034 918 AC 006 156

A Report on the Operation of the Evening and Correspondence Course Policy (TB 620135).

Treasury Board, Ottawa (Canada). Training Policy Group.

Pub Date Jul 68

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—\*Correspondence Study, Evaluation, \*Evening Classes, Financial Policy, \*Financial Support, \*Government Employees, Investigations, Occupations, \*Off the Job Training, Opinions, Organization Size (Groups), Participation, Tuition, University Extension

Identifiers—\*Canada

A study was made of the application, during the 1966-67 academic year, of a policy of tuition fee reimbursements up to 50% for Canadian public service employees in job related evening or correspondence courses. Methods were a literature review, a questionnaire survey of deputy heads, followup interviews with departmental officers, a study of industrial policy, and consultation with an advisory panel. Much unevenness was found, with marked variations in frequency of reimbursement by occupation, salary, and size of jurisdiction. Reasonable satisfaction with terms of the present policy was expressed except regarding the bar on second language learning. Training Board expectations about department and agency management had not been met and improvement was required. In many cases planning and programing of training had been incomplete; policy interpretation and application, defective; and need determination and benefit assessment, rudimentary. It was recommended that reimbursement be total for job related employee training, with extended scope to cover certain direct training costs beyond tuition and examination fees. (Also included are six tables, 13 references, and appendixes on existing policies and opinions, outside practices, and explanations of training needs.) (ly)

ED 034 919 AC 006 164

Reitz, Ray W.

TV and Extension in Carbon County, Pa.

Colorado State Univ., Ft. Collins.

Pub Date May 64

Note—68p.; M. Ed. Thesis

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—Age Differences, Attitudes, \*Audiences, \*Community Antennas, Correlation, Educational Background, \*Educational Television, Females, Interests, Investigations, Males, Masters Theses, \*Rural Extension, Scheduling, \*Television Viewing, Units of Study (Subject Fields)

Identifiers—Cooperative Extension Service

To help improve televised extension education, a study was made of the interests and characteristics of the potential audience (9,300) of PTVC, a community antenna television system in Carbon County, Pennsylvania. A checklist questionnaire survey drew 160 usable responses from the communities of Jim Thorpe, Lehighton, and Palmerton. Data on viewers and nonviewers, age, sex, educational level, town of residence, interest subjects, and preferred viewing times and days were gathered and correlated. These were among the findings and conclusions: (1) 45% of the sample were regular County Extension Service viewers; (2) the average PTVC viewer has a high school education; (3) public affairs, safety, and emergency planning had the highest overall interest ratings, followed by family responsibility, do-it-yourself, leisure time, financial planning, interpersonal relations, garden and lawn, and meal preparation; (4) effective Extension telecasts in Carbon County must provide for persons over 40, a certain educational level, audience feedback of

special public affairs topics, and subjects for special interest groups. (ly)

ED 034 920 AC 006 165

Cantor, Leonard M. Roberts, I. Francis

Further Education in England and Wales.

Pub Date 69

Note—334p.

Available from—Routledge and Kegan Paul Ltd., Broadway House, 68-74 Carter Lane, London E.C.4, England (L2 10s)

Document Not Available from EDRS.

Descriptors—\*Administrative Organization, \*Adult Education, \*Adult Vocational Education, Agricultural Education, Colleges, Directories, Educational Certificates, Fine Arts, Governing Boards, \*Government Role, \*Industrial Training, Management Education, Research, Teachers, Youth Programs

Identifiers—\*Great Britain, Wales

Major features of further education in England and Wales are analyzed, and ways are suggested in which it might profitably develop during the 1970's. Major activities and legislation from the 1944 Education Act through the Industrial Training Act of 1964 are reviewed. Although strictly a part of higher education, the training and the supply of further education teachers are also described. Other chapters cover polytechnic institutes, evening colleges, and other establishments; courses, awards, and qualifications; student enrollments and characteristics; libraries and other facilities; the Youth Service; special problems on the Welsh scene; education for commerce and management; art, music, and agriculture; and research into further education. The document includes an index, a brief glossary, nine tables, eleven maps and charts, and 20 appendixes on course offerings, organizations, publications, and related matters. (ly)

ED 034 921 AC 006 166

Warren, Malcolm W.

Training for Results; A Systems Approach to the Development of Human Resources in Industry.

Pub Date 69

Note—249p.

Available from—Addison-Wesley Publishing Company, Inc., Reading, Massachusetts 01867

Document Not Available from EDRS.

Descriptors—Bibliographies, \*Cost Effectiveness, Educational Needs, Estimated Costs, Evaluation Techniques, Financial Support, \*Guides, \*Industrial Training, Instructional Design, Instructional Staff, \*Management Development, Professional Training, Salesmanship, Statistical Data, Supervisory Training, \*Systems Approach

Using the systems approach, this book explores training in industry as an organizational tool for developing human resources, and stresses training results and return on investment rather than training programs as such. It is intended as a guide for general managers, personnel and industrial relations directors, and training directors on how training functions, how and when it is cost effective, how to evaluate it, and how it should be structured within the mass production, sales, supervisory, administrative, and technical training fields. Included are sections on cost estimating and evaluating training in terms of objectives and results. Training systems elements (research, analysis, development, operations, evaluation) are also explained, together with such other aspects as instructional design, feedback, financial support for employee self-improvement, and the organization and staffing of the training function. An index, bibliography, and 19 tables and figures are also included. (ly)

ED 034 922 AC 006 169

The Industrial Training Yearbook, 1970; A Comprehensive Guide for Training Officers and Their Managements.

Kogan Page, Ltd., London (England).

Pub Date 70

Note—696p.

Available from—International Textbook Company, Ltd., 158 Buckingham Palace Rd., London S.W.1, England (60s)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, \*Directories, Educational Legislation, Financial Support, Governing Boards, \*Government Role, \*Industrial Training, Information Sources, Instructional Materials, Management Development, \*National Surveys, Regional Programs, Techni-



cal Education, Universities. \*Vocational Education  
 Identifiers—\*Great Britain, Industrial Training Act of 1964

This yearbook is designed as a comprehensive guide to British industrial training. Section 1 describes existing resources, information, and obligations in the light of the Industrial Training Act of 1964. Sections 2-6 deal with the scope of training; the Department of Education and Productivity and the Central Training Council; the 27 regional Industrial Training Boards; training in Northern Ireland; and the further education role of the Department of Education and Science and the Scottish Department of Education. Other sections cover nonuniversity further and higher education examining bodies and courses; course offerings by local education authorities, technical and central institutions, and central colleges; university first degree sandwich courses (alternate work and study); management courses at colleges, universities, business schools, and independent training centers; professional and qualifying bodies; information and consulting services; sources of books, journals, films, and correspondence courses; and suppliers of furniture, teaching machines, television equipment, visual aids, and other training equipment and resources. Two indexes are included. (ly)

**ED 034 923** AC 006 170  
 Jones, Garth N.

**Planned Organizational Change; A Study in Change Dynamics.**  
 Pub Date 69  
 Note—273p.

Available from—Routledge and Kegan Paul, Ltd., Broadway House, 68-74 Carter Lane, London E.C.4, England (L2)

**Document Not Available from EDRS.**

Descriptors—Bibliographies, \*Change Agents, Environmental Influences, Evaluation Criteria, Innovation, Interaction, Objectives, \*Organizational Change, Organizations (Groups), \*Planning, \*Research, Research Methodology, Statistical Data, Taxonomy, \*Theories

This study attempts to develop a broad model or concept, based largely on empirical evidence, which applies social science knowledge and methodology to the planning of change in corporations, armies, schools, hospitals, government, community groups, and other formal and informal organizations. Chapters 2, 3, and 4 define and discuss the roles of change agents, change catalysts, and "pacemakers" (maintainers of change) in stimulating and guiding organizational change. Other chapters examine theories and empirical findings on organizations as client systems, strategies and tactics of change, and the problem of determining and analyzing goals. Finally, the state of the art of planning organizational change is assessed, and several problems unmet in this study are indicated. The document includes bibliographies and indexes, 34 tables and figures, 17 graphs, proposed subject and geographic classification schemes, and instructions for case analysis. (ly)

**ED 034 924** AC 006 171  
**Selected Papers, ASTD 25th Anniversary National Conference.**

American Society for Training and Development, Madison, Wis.  
 Pub Date 69  
 Note—110p.

Available from—American Society for Training and Development, P.O. Box 5307, Madison, Wisconsin 53705

**Document Not Available from EDRS.**

Descriptors—Educational Resources, Employment Opportunities, Federal Legislation, \*Industrial Training, Laboratory Training, \*Management Development, \*Manpower Development, Manpower Utilization, Military Training, Organizational Change, \*Professional Education, Socioeconomic Influences, Systems Approach, Working Women

Taken from the annual conference (May 12-16, 1969) of the American Society for Training and Development, these papers concentrate on sociological and related trends affecting manpower development and utilization. Such topics as new training and educational resources for industrial trainers, current social change and upheaval on and off college campuses, and the impact of social, technological, and organizational change on professional and technical edu-

cation, are treated in the first papers. Others describe and discuss new technology in military training, IBM field engineering training, current Federal legislation, employment opportunities for women, the systems approach to training and development, the need to improve communication and cooperation between the universities and business, and applications of behavioral science knowledge and methods in human relations training by the National Training Laboratories. The last paper compares management development and organizational development as strategies for change. (ly)

**ED 034 925** AC 006 172  
**Community Service Program in Foster Home Management and Creative Arts.**  
 Rhode Island Univ., Kingston.

Pub Date 69  
 Note—27p.  
**EDRS Price MF-\$0.25 HC-\$1.45**

Descriptors—\*Creative Art, \*Educational Programs, \*Foster Homes, Geriatrics, Medical Services, Mental Illness, Nutrition, Occupational Therapy, \*Older Adults, \*Personal Care Homes, \*Personnel, Rehabilitation, Volunteers, Volunteer Training

Identifiers—Medicare, \*Rhode Island

A training program for prospective foster home operators and volunteer workers with creative arts was held in the fall of 1968 and again in the spring of 1969 under the joint sponsorship of the Program in Gerontology of the University of Rhode Island, the Cooperative Extension Service, and the Rhode Island Medical Center. The foster homes under consideration were those for adults, primarily for elderly persons who are ambulatory and relatively self-sufficient but who require some supervision. Topics covered included the health and mental problems of the elderly, standards for public assistance and medicare, nursing techniques, feeding the elderly, creative arts as therapy, and various special needs and problems. (mf)

**ED 034 926** AC 006 173  
 Bennis, Warren G. And Others

**Interpersonal Dynamics; Essays and Readings on Human Interaction.**

Pub Date 68  
 Note—775p.; Revised Edition  
 Available from—The Dorsey Press, 1818 Ridge Rd., Homewood, Illinois 60430

**Document Not Available from EDRS.**

Descriptors—Behavior Change, Behavior Theories, Communication (Thought Transfer), \*Emotional Experience, \*Ethical Values, Individual Psychology, Interpersonal Competence, \*Interpersonal Relationship, Laboratory Training, Problem Solving, Research, \*Socialization, \*Task Performance

This book delineates underlying concepts, areas of concern, and research findings in the field of interpersonal relations. Section I deals with the expressive or emotional aspects of interaction (love, hate, ambivalence, alienation) as they occur in marriage, friendship, family life, and less permanent social situations. The next three sections encompass relationships formed either to aid in personal development or to comprehend external realities; characteristics of personal change and influence through such processes as psychotherapy, brainwashing, persuasion, indoctrination, and socialization; and interactions involved (as in the working world) in accomplishing some goal or task outside the relationships themselves. Anecdotal material and samples of contemporary fiction are occasionally used for purposes of illustration. In the last part, the authors explain the values, ideals, and ethics of their choices throughout the volume, followed by suggestions as to criteria and means for achieving "ideal" human relations. The document includes tables, charts, and extensive footnotes and chapter references. (ly)

**ED 034 927** AC 006 174  
 Fairbanks, Dwight Wesley

**A Study of Correspondence Students of the Oregon State System of Higher Education.**  
 Oregon Univ., Eugene.

Pub Date 68  
 Note—135p.; Ph.D. Thesis  
 Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-12,604, MF \$3.00, Xerography \$6.40)  
**Document Not Available from EDRS.**

Descriptors—Age Differences, Attitudes, \*Correspondence Study, Doctoral Theses, Educational Background, Enrollment, \*Higher Education, Information Sources, Military Personnel, Motivation, \*Public Education, \*Secondary Education, Student Characteristics, Surveys, Teachers, \*University Extension

Identifiers—\*Oregon

A survey was made of characteristics of correspondence students of the Oregon State System of Higher Education, reasons for choosing correspondence study, and attitudes toward it. A questionnaire mailed to 3,241 students, and returned by 1,040, asked 26 questions relating to experiences at each stage (awareness, interest, evaluation, trial, adoption) in the choice of the correspondence method. Data were analyzed from the seven largest occupational groups represented: teachers, college students, high school students, others studying high school students, others studying high school courses, armed forces students, homemakers, and meteorologists. Findings included the following: (1) the majority felt that the role of correspondence study was to provide diploma and degree courses to which one would otherwise lack access; (2) faculties gave relatively little advice or encouragement concerning correspondence study; (3) the majority of the students first learned of the availability of their course, and received the most encouragement to enroll, from such sources as parents, teachers, advisors, and employers; (4) the majority had favorable attitudes toward the correspondence study method. (author/ly)

**ED 034 928** AC 006 176  
 Fales, Ann

**Theory Building Seminar, May 21-25, 1969.**

Pub Date 69

Note—37p.

**EDRS Price MF-\$0.25 HC-\$1.95**

Descriptors—Adjustment (to Environment), \*Adult Education, Adult Learning, \*Educational Psychology, \*Educational Theories, Extension Education, Models, Organizational Change, Participation, Research Utilization

This workshop was undertaken to exchange, through face to face interaction, theoretical formulations on adult education and the social sciences; and to provide adult educators with opportunities to learn more about theory building principles and strategies. Papers for the first day discussed research dissemination and utilization, measurement of participation, interrelationships between theory and practice, and concepts in extension education. Other papers dealt with principles of adult learning, organizational structures and changes, kinds of theories and resources, adult learning projects, interactions between people and materials in instructional situations, margin theory (pertaining to the adequacy of an adult's intellectual resources for maintaining autonomy), and an approach to model building based on the elements of family, community, work institution, ego or personality, and one's physical being. A summary discussion was held to evaluate the workshop and to decide whether to schedule another such meeting. (Appendixes include seminar participants and 20 references. Appendix A removed because of poor reproducibility.) (ly)

**ED 034 929** AC 006 186  
 Bland, Laurel L.

**A Report and Basic Proposal to Provide Alaskan Manpower Entry into the Pipeline and Related Construction Skills via Technical Training, Immediate and Intermediate.**

Alaska Univ., College.

Pub Date 69

Note—30p.

**EDRS Price MF-\$0.25 HC-\$1.60**

Descriptors—Adult Basic Education, American Indians, \*Construction Industry, Educational Needs, Employment Programs, Eskimos, Ethnic Groups, \*Manpower Development, \*Program Proposals, \*State Programs, Technical Occupations, \*Vocational Retraining

Identifiers—\*Alaska

To make policy makers and others more aware of possibilities for utilizing Alaskan manpower, information has been gathered on the manpower demand to construct the proposed 800 mile Alaska oil pipeline and its supporting system. The recruitment and training of chronically unemployed or underemployed workers (largely Eskimos and Indians) is being stressed. An eight

week training program is planned in which a section of 48" pipeline is built and then dismantled under circumstances identical to the actual job. Objectives of the program are to train, under a cooperative and consolidated arrangement, workers acceptable to industry requirements in time to establish a firm hold on local hiring preferences; and to provide guidelines for future major programs and industry related vocational training. (Appendixes deal with union representation, personnel needs, the North Slope construction timetable, drilling crews, and program staffing. Educational needs and recommendations relative to adult basic education are also reported.) (ly)

ED 034 930

AC 006 187

Freedman, Leonard Power, Hilton

**The Few and the Many: Two Views on Public Affairs Education. Notes and Essays on Education for Adults, 38.**

Center for the Study of Liberal Education for Adults, Brookline, Mass.

Pub Date 63

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Audiences, Cooperative Planning, \*Educational Needs, Group Discussion, Instructional Materials, \*Public Affairs Education, \*Role Perception, Standards, \*University Extension, World Affairs

Identifiers—Colorado, Great Decisions Program

Two adult educators offer their personal evaluations of nationwide needs for (and existing provision of) public affairs education, and each offers recommendations for improving university adult education on issues of national and international concern. Referring to the problem of a relatively uninformed public, Freedman calls for deeper, more meaningful programs for the minority with a serious and sustained interest in public areas, and greater cooperative planning by university extension agencies. Power suggests that universities should experiment vigorously with centrally prepared discussion materials, new cooperative relationships and program planning, as shown in the Great Decisions Program in Colorado, maximum use of present resources, and other means of reaching a wider range of the population. (ly)

ED 034 931

AC 006 188

Allen, James E., Jr.

**The Educational Third Dimension.**

Pub Date 69

Note—12p.; Address given at the Galaxy Conference on Adult and Continuing Education, Washington, D.C., December 9, 1969

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—\*Adult Education Programs, \*Continuous Learning, \*Government Role, \*Program Proposals, \*Supplementary Educational Centers

We must know more about adult education, why people enroll, who they are, and what they expect; we must develop new and better techniques for serving them; and we must define the role of government. Some have proposed a National Center for Lifelong Learning, which could interpret data on adult education and serve as the instrument in developing a network of communications among adult education programs. It could work jointly with the Office of Education to develop data collection requirements. Local Lifelong Learning councils could provide opportunities for adults to join in local task-centered activities seeking solutions to community and human problems. This system might become the central ingredient in the reform of education at all levels. (se)

ED 034 932

AC 006 189

Neleigh, Janice, Ed. Levy, Jerome, Ed.

**Utilization of Non-Professionals As Demonstrated by Dona Ana Mental Health Services; A Conference Report.**

Pub Date 69

Note—91p.; Report of a conference, Las Cruces, New Mexico, March 10-11, 1969

EDRS Price MF-\$0.50 HC-\$4.65

Descriptors—Administrative Organization, Adults, Children, Community Programs, Conference Reports, \*Demonstration Programs, \*Manpower Utilization, Mental Health Clinics, \*Mental Health Programs, Participant Satisfaction, Patients (Persons), Professional Personnel, Program Evaluation, Research, \*Subprofessionals, \*Training

As described at a 1969 conference and summarized here, the training and use of nonprofessionals in the demonstration program (1962-68) of the Dona Ana Mental Health Services, New Mexico, represented a significant change in structure, manpower utilization, and delivery system for such services. The conference itself reviewed such aspects as staffing and organization, client characteristics, client satisfaction, training concepts (aimed at the "here and now" problems of emotional disturbance rather than at patient histories), and project impact on the community and state. Community projects consisted of an answering service (the Crisis Center), a youth council, an alcoholism program, and creation of a center for retarded and emotionally disturbed children. There was discussion as to what program elements had been useful and were more widely applicable. (Appendixes contain two references, agenda and roster, background information, role descriptions, conference evaluations, abstracts of research findings, and retrospective judgments on various phases of subprofessional training and utilization.) (ly)

ED 034 933

AC 006 194

**Science Programming and the Audiences for Public Television: An Evaluation of Five Programs in the NET "Spectrum" Series.**

National Educational Television, New York, N.Y.

Pub Date 69

Note—85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—Adults, Astronomy, College Students, \*Educational Television, Genetics, High School Students, Investigations, Knowledge Level, Meteorology, Participant Satisfaction, \*Program Evaluation, \*Public Television, Questionnaires, \*Science Education, Seismology

Identifiers—\*Urey (Harold C)

Questionnaires returned by science teachers across the country and reaction forms completed by selected high school, college, and adult learners, were analyzed to judge the impact of, and acceptance by public television audiences, of five half-hour programs broadcast in the "Spectrum" science series, produced with financial support from the National Science Foundation. A general significant knowledge gain was achieved by all three groups of learners; science teachers and learners surveyed reported satisfaction that science programs should be broadcast for the general public and that in addition to gaining a high rate of acceptance by laymen, the programs encouraged and maintained interest in science. (The document includes the questionnaire, study guides, selected questionnaire comments, adult sample responses on the seismology broadcast, and genetics reaction forms. One appendix removed because of poor reproducibility.) (author/ly)

ED 034 934

AC 006 195

Selman, Gordon R.

**Toward Co-operation: The Development of a Provincial Voice for Adult Education in British Columbia, 1953 to 1962.**

British Columbia Univ., Vancouver. Dept. of Univ. Extension.

Pub Date Nov 69

Note—60p.; Occasional Papers in Continuing Education, No.3

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Administrative Organization, \*Adult Education, Conferences, \*Coordination, \*Historical Reviews, \*Interinstitutional Cooperation, Professional Associations, \*State Agencies

Identifiers—British Columbia, \*Canada, Canadian Association for Adult Education

This paper traces the origin and development of the British Columbia provincial adult education organization during 1953-62. A series of bi-annual conferences for those interested in adult education began in late 1954. A more formal structure, the British Columbia Adult Education Council, was created in 1957 and continued until 1962, when it was replaced by the British Columbia Division of the Canadian Association for Adult Education (CAAE). The Council, run by a committee of eight representing a broad range of agencies and organizations, had been set up to coordinate individuals and organizations in adult education and to provide a clearinghouse for ideas. Among its activities had been seven semi-annual meetings on liberal education, current trends in adult education, adult learning, public

affairs education, the role of adult education, and correctional education. As set out in a CAAE annual meeting on June 2, 1962, functions of the new Division included providing special focus and leadership, information services and consultation, representing the CAAE in negotiations with other bodies, promoting adult educator training, increasing and diversifying the CAAE membership and financial base, and conducting special projects and research. (ly)

ED 034 935

AC 006 200

Downs, James F.

**Fables, Fancies and Failures in Cross-Cultural Training.**

Hawaii Univ., Hilo. Peace Corps Training Program.

Pub Date Dec 69

Note—36p.

Journal Cit—Trends; v2 n3 Dec 1969

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Area Studies, \*Cross Cultural Training, \*Cultural Factors, Cultural Images, Lecture, Models, \*Personality Assessment, Sensitivity Training, \*Training Techniques, \*Volunteer Training

Identifiers—\*Peace Corps

Several different approaches have been taken to cross-cultural training in Peace Corps Training programs. Three of these might be referred to as the intellectual model (consisting of lectures on the host country culture), the area simulation model (placing the trainees in a surrounding which in some way resembles the country in which they will be working), and the self-awareness model (providing sensitivity training in the hope that it will make the trainee receptive to a new environment). A more valid approach would be to follow the culture-awareness model: by making trainees aware of the nature of culture in the anthropologists' sense of the term, they will be better able to view a culture, either their own or someone else's, with objectivity. A drawback in developing a consistent approach in Peace Corps training programs is the emphasis on short term arrangements in planning and staffing, with little or no continuity from one program to the next. (mf)

ED 034 936

AC 006 201

Herrick, Mary And Others

**Neighborhoods and Neighborhood Centers. Appendix.**

National Commission on Urban Problems, Washington, D.C.

Pub Date May 68

Note—193p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (PB-185-214, MF \$0.65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, Churches, City Government, City Planning, Community Organizations, \*Community Schools, Cooperatives, Disadvantaged Groups, Employment, Health Facilities, \*Inner City, Job Placement, \*Job Training, \*Neighborhood Centers, Public Education, Subprofessionals, Supervision, \*Urban Areas

The first seven essays discuss the rise of community schools in urban public education, neighborhood health centers, churches in the inner city, cooperatives and credit unions in low income urban areas, job training and placement in neighborhood based programs, employment and supervision of nonprofessionals, urban observatories, and social indicators. Four others describe the Neighborhood Service and Development Center, South Brooklyn; the West End Community Council, Cincinnati; the Neighborhood Centers Association of Houston and Harris County, Texas; and the Organization of Organizations in Milwaukee. The document includes 144 references. (author/ly)

ED 034 937

AC 006 202

Bate, Ronald M. Waldeisen, Lewis E.

**The Relationship of the Objectively Scoreable Apperception Test (OAT) to Success in Naval Aviation Training.**

Naval Aerospace Medical Inst., Pensacola, Fla.

Pub Date Jun 69

Note—11p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-692-364, MF \$0.65, HC \$3.00)







Pub Date 69  
Note—184p.

Available from—Bricker Publications, Wilton, Connecticut 06897 (\$40.00)

#### Document Not Available from EDRS.

Descriptors—Curriculum, \*Directories, Facilities, Instructional Materials, Instructional Staff, \*Management Development, Participant Characteristics, \*Program Descriptions, Program Length, \*Residential Programs, Scheduling, Teaching Methods, Tuition, \*University Extension

Fifty-five university sponsored executive development programs in the United States and Canada are covered in this directory. Each item gives concise basic information on location, duration, dates, tuition, participants, faculty, and official program contacts, followed by descriptions of subject matter and curriculum materials, methods of instruction, special features (if any) and general recommendations regarding suitability for certain types or levels of executives. Salary ranges (when available) are quoted as some indication of the organizational level of participants. Unless otherwise stated, tuition charges include the cost of books and materials. All programs supply a substantial number of pertinent books, reproduced material, and reprints for use by participants and for eventual addition to their personal libraries. General guidelines as to program variations and selection criteria appear in an introductory section. Programs are indexed by starting dates, duration, and size of classes. (author/ly)

ED 034 946

AC 006 232

Clarke, R. F.

#### Correspondence Education Through a National Newspaper.

Makerere Univ. Coll., Kampala (Uganda).

Pub Date 68

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Adult Education, \*Correspondence Courses, Course Evaluation, Course Organization, \*Developing Nations, Evening Classes, \*Mass Instruction, Mass Media, \*National Programs, \*Newspapers, Questionnaires, Teacher Role, Tutoring

Identifiers—Africa, \*Uganda

The Department of Extra-Mural Studies of Makerere University College, Uganda, experimented with developing correspondence courses in several subjects which were published in the weekly newspaper "The People" during 1967. Three 30-week courses (Communication, Elements of Government, and Economics) were included in a special supplement to the paper; the publishing of the supplement was financed mainly by a grant from the Milton Obote Foundation. Although problems were encountered with finding and holding tutors competent to mark the exercises, and with maintaining the interest of students for the length of the course, it was felt that the newspaper was an excellent instrument for exploitation in formal adult education programs, and that more courses should be initiated through the newspapers. Resident tutors assigned to specific areas of the country attempted to arrange evening classes and lectures in conjunction with or supplementary to the correspondence course; where this was possible, the face-to-face teaching experience was found to be very valuable. Results of a questionnaire completed by students indicated generally positive impressions of the program. (mf)

ED 034 947

AC 006 233

Kohn, Vera, Comp.

#### A Selected Bibliography on Evaluation of Management Training and Development Programs.

American Foundation for Management Research, Inc., Hamilton, N.Y.

Pub Date Apr 69

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—\*Annotated Bibliographies, Behavior Change, Changing Attitudes, Evaluation Techniques, \*Human Relations, \*Management Development, Organizational Change, Participant Satisfaction, \*Program Evaluation, Research, Sensitivity Training, Training Techniques

Prepared for those interested in program evaluation, this bibliography (largely annotated) on management development and training contains 61 items published between 1959 and early 1969. Citations have been grouped into five

categories: descriptions of research studies; literature reviews; discussion of evaluation techniques; surveys of corporate practices; and books (eight references). Such aspects as participant satisfaction, interpersonal competence, sensitivity and human relations training, program planning, behavior and attitude change, reinforcement, and the Management Grid approach are represented. Topics not covered include evaluation of undergraduate management courses or manager training programs conducted under university auspices; assessments of programed instruction as a management development technique; and military research. An author index and a list of periodicals are included. (ly)

ED 034 948

AC 006 234

Alexander, Frank D.

#### Office of Extension Studies, New York Cooperative Extension; A Case Study.

State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell; State Univ. of New York, Ithaca. Coll. of Home Economics at Cornell Univ.

Report No.—SR-23

Pub Date Mar 69

Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—Administrative Policy, Bibliographies, Budgeting, Evaluation Criteria, Information Dissemination, \*Institutional Research, Personnel, Program Administration, \*Program Evaluation, Research, \*Researchers, \*Rural Extension, \*State Agencies

Identifiers—Cooperative Extension Service, New York State, \*Office of Extension Studies

Based on criteria drawn from a policy and functions statement, an evaluation was made of activities from 1956 to 1968 by the Office of Extension Studies (OES), a research unit attached to the Office of the Director of New York Cooperative Extension. Formulated in 1958, the statement covers the nature of Extension studies, planning principles for OES studies, OES cooperation in studies by other Extension personnel, the communication or feedback of findings, and specific OES ties with New York Extension Service staff, college departments, and others. Research areas are delineated: needs and socioeconomic status; Extension effectiveness in terms of resulting changes in behavior, attitudes, and knowledge; and Extension Service policies, organization, operations, costs, and personnel. OES also bears responsibility for assisting the Extension Staff with study designs, construction of questionnaires, and data processing. An examination of the characteristics of the 57 OES studies, together with staff involvement, distribution of reports, and other aspects of program operation, has uncovered many important strengths and weaknesses. (Appendixes list OES reports and staff members' publications.) (ly)

ED 034 949

AC 006 235

#### The Training and Use of Operators as Instructors; Report of a Departmental Committee on the Training of Operator-Instructors.

British Dept. of Employment and Productivity, London (England).

Pub Date 69

Note—81p.

Available from—Her Majesty's Stationery Office, 49 High Holborn, London W.C.1, England (7s0d)

#### Document Not Available from EDRS.

Descriptors—Administrative Policy, Industrial Personnel, \*Industrial Training, Industry, \*Instructional Staff, \*Off the Job Training, \*On the Job Training, Program Descriptions, Program Planning, \*Skilled Workers, Supervisory Training, Teaching Techniques

Identifiers—\*Great Britain

After a review of existing courses and methods in Great Britain for training full-time instructors, a study was made of inplant and out of plant systems of on the job training using experienced workers as part-time instructors. This emerged as the training approach most often used, especially for machine operators and among the many small firms which cannot employ their own training specialists or participate in group schemes. It was decided that such methods deserve greater recognition and encouragement by industrial training boards. The role of managers and supervisors in helping such programs to function properly was discussed, together with training objectives, training techniques, four examples of course types,

selection of trainees, and other aspects of organization and administration. Time allocations were suggested as follows: background information and talks on instructional theory and techniques, 25%; practical demonstrations and individual exercises, 25%; practice on the shop floor or in the office, 50%. Programs in the iron, paper box, rubber, and steel industries were used as illustrations. (The document includes sample syllabuses and other appendixes.) (ly)

ED 034 950

AC 006 237

Miller, James

#### The Learning Laboratory in Adult Basic Education.

Ohio State Dept. of Education, Columbus.

Pub Date Sep 69

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—\*Adult Basic Education, Educational Facilities, \*Guidelines, \*Learning Laboratories, \*Personnel, Programed Instruction, Programed Materials, \*Program Planning, Recordkeeping, Selection

A review is provided of the learning laboratory concept as it is being implemented in the Ohio Adult Basic Education Program. Seating, scheduling, budgeting, and related details are considered first, followed by laboratory coordinators and supportive staff members, the use of programed instruction, selection of programed materials, student orientation and placement, recordkeeping, and general advice on how to assure program success. Four references are included. (ly)

ED 034 951

AC 006 238

Nixon, R. A.

#### Federal Legislation for a Comprehensive Program on Youth Employment.

New York Univ., N.Y.

Pub Date 66

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Adult Basic Education, Civil Rights, Community Action, Delinquency, \*Disadvantaged Youth, \*Federal Legislation, \*Manpower Development, Medical Services, Program Administration, Program Descriptions, Vocational Education, Vocational Rehabilitation, \*Work Experience Programs, \*Youth Employment

This paper which presents the major federal legislation applicable to youth-work programs aims at indicating: the intent of each legislation and what makes it possible, who allocates the funds, and who can apply for and receive funds. Sub-sections of the Economic Opportunity Act include: Job Corps, Neighborhood Youth Corps, Community Action Programs, Adult Basic Education, and Special Work Experience and Training Programs. Other programs included are: Vocational Education, Federal State Employment Services, Vocational Rehabilitation, Health Care—Social Security Amendments, Elementary and Secondary Education Act, Civil Rights Act of 1964, Juvenile Delinquency Act, and related legislation (Public Works and Economic Development Act of 1965, Appalachian Regional Development Act of 1965, and Housing and Urban Development Act of 1965). A conclusion refers to the vagueness of the laws and the lack of integrated coordination and direction. (nl)

ED 034 952

AC 006 239

#### [Administrative Documents of the African Adult Education Association.]

African Adult Education Association, Lusaka (Zambia).

Pub Date 69

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—\*Adult Education, \*Adult Educators, Agriculture, Community Development, \*Developing Nations, Educational Finance, Industrialization, \*International Organizations, National Programs, \*Training, Urbanization, Womens Education

Identifiers—Africa, \*African Adult Education Association

A collection of administrative documents from the African Adult Education Association includes the following: recommendations on training for adult education in Africa (prepared January 1969); resolutions of the Association's conference on continuing literacy, held in Kampala, Uganda in January 1968; the fiscal regulations in force for 1969/70; and the constitution of the As-

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sociation, as amended by the general meeting held in Khartoum, Sudan, January 1969. The recommendations on training make note of pressures which underline the importance of adult education. These are: increase in population; agriculture; industrialization; urbanization; national independence; the status of women; and community development. (mf)

**ED 034 953** AC 006 240

**Position Paper, December 9, 1969.**  
National Association of Black Adult Educators.  
Pub Date 9 Dec 69

Note—3p.  
**EDRS Price MF-\$0.25 HC-\$0.25**  
Descriptors—\*Adult Educators, Employment, \*Minority Groups, \*Negroes, \*Professional Associations, \*Racial Discrimination  
Identifiers—\*National Association of Black Adult Educators

Occasioned by the 1969 Galaxy Conference on Adult Education, this position paper denounces what is seen as the failure of national organizations, colleges and universities, and Federal, state, and local agencies to provide for and actively encourage the involvement of members of ethnic minorities in adult education programs at decision making levels. Corrective measures in professional hiring, training, program planning, and curriculum development are recommended. (ly)

**ED 034 954** AC 006 241

**Education and Training for Veterans; Hearings Before the Subcommittee on Veterans' Affairs of the Committee on Labor and Public Welfare, United States Senate, Ninety-first Congress, First Session, Part 1 and Part 2.**

Senate Committee on Labor and Public Welfare, Washington, D.C.  
Pub Date 69

Note—470p.; 2v  
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$1.75 HC Not Available from EDRS.**

Descriptors—College Admission, \*Committees, Community Colleges, Costs, Curriculum, Disadvantaged Groups, \*Educational Legislation, Educational Needs, Enrollment, \*Federal Legislation, Higher Education, \*Legislators, Participation, Public Education, Statistical Data, Tuition, \*Veterans Education, Vocational Education

Identifiers—\*United States Senate  
This report of Senate committee hearings on legislation to amend Title 38 of the United States Code concerning education and training for veterans contains testimony by senators, educators, and other interested parties, news releases and other background information, and the text of the nine proposed amendments. Such aspects as funding and costs, higher education admission and tuition, the role of community colleges in California and elsewhere, vocational and occupational training needs, provisions of the present G.I. Bill, and the need for expansion and extension of benefits for veterans of Vietnamese and other post Korean War service, are examined in detail. The document includes 49 tables. (ly)

**ED 034 955** AC 006 242

**Frankel, Harry H.**

**The Process of Change in Sensitivity Training; Mutually Perceived Support, Confrontation, and Cognitive Orientation in Member-Member Relationships.**

California Univ., Los Angeles.

Pub Date 68  
Note—130p.; Ph.D. Thesis  
Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-11,882, MF \$3.00, Xerography \$6.20)  
**Document Not Available from EDRS.**

Descriptors—\*Analysis of Variance, \*Behavior Change, Correlation, Criteria, Doctoral Theses, Evaluation, Heterogeneous Grouping, Homogeneous Grouping, \*Interpersonal Relationship, Participant Characteristics, \*Perception, Psychological Patterns, Research, \*Sensitivity Training, T Groups

Identifiers—Change Ranking Questionnaire, Person Description Instrument, Support Ranking Questionnaire, Tension Ranking Questionnaire  
This study tested propositions from two theories of the personal change process in sensitivity training,

and investigated whether mutually perceived support relationships (MPSR) and confrontation between members of MPSRs are both necessary for personal change. The Person Description Instrument, the Support Ranking Questionnaire, the Tension Ranking Questionnaire, and the Change Ranking Questionnaire were used to gather data from four sensitivity training groups, one of which was more heterogeneous in terms of members' cognitive orientation. Two of the groups had two trainers; two others had one. The trainers varied widely in experience. These were among the findings: (1) personal change tended to correlate with the number of MPSRs; (2) low correlations in groups with two trainers suggested that support and confrontation within a trainer formed relationship are less frequent in such groups. (2) interpersonally oriented participants were perceived as supporting by both interpersonally and nonpersonally oriented participants, while participants with similar orientations tended to confront one another. (author/ly)

**ED 034 956** AC 006 243

**Galbraith, Oliver, III**  
**An Analysis of Small Business Administration Management Training Program.**

California Univ., Los Angeles.  
Pub Date 68

Note—250p.; Ph.D. Thesis  
Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-11,883, MF \$3.25, Xerography \$11.25)  
**Document Not Available from EDRS.**

Descriptors—\*Behavior Change, \*Business Administration, \*Changing Attitudes, College Students, Doctoral Theses, Government Role, Labor Unions, \*Management Development, Power Structure, Professional Associations, \*Program Evaluation, Religion, Research  
Identifiers—Small Business Administration

This study examined the impact of the Small Business Administration (SBA) Management Training Program at San Diego State College on its participants, and investigated certain characteristics of small businessmen that might relate to acceptance or rejection of concepts presented in the program. The sample consisted of 57 past participants (38 owner managers and 19 nonowners), 65 nonparticipants (60 owner managers and five nonowners), and 30 senior business students. Training consisted of eight two-hour sessions given by college faculty. Behavior change was measured using 55 managerial actions recommended in the SBA training program. Attitudes were measured on ten dimensions. Findings included the following: (1) as compared to participants, nonparticipant small businessmen were more authoritarian, showed stronger convictions, and viewed the role of religion in a way more closely akin to the classic business ideology; (2) program participants showed no significant attitude or behavior changes; (3) business students were less authoritarian, showed less strength of convictions, expressed a greater need for independence, and were less bound to the classic business ideology, than the businessmen. It was concluded that the SBA program was not achieving its goals, but that changes in structure and presentation could help it succeed. (author/ly)

**ED 034 957** AC 006 244

**Hudson, Floyd Gene**

**The Development of Simulation Materials; Media for Training Special Education Administrators.**

Kansas Univ., Lawrence.

Pub Date 68  
Note—297p.; Ed. D. Thesis  
Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-11,270, MF \$3.85, Xerography \$13.50)  
**Document Not Available from EDRS.**

Descriptors—\*Administrative Personnel, Curriculum Development, Curriculum Guides, Decision Making, Doctoral Theses, Educational Administration, Handicapped Children, \*Instructional Materials, \*Professional Continuing Education, Projects, \*Public Education, \*Simulation, Special Education

This was a project to design and develop materials for training special education administrators. Simulation was used as an instructional approach allowing interaction similar to that of the "real world" administrative setting. After a literature review on roles and functions, reality-based problems were chosen for use in tasks to

elicit decision making. Situations representing a city, school system, a community, a state, and a special education department within a school system, were designed for each of 50 preselected problems. Tasks involved inbasket messages, telephone calls, and conferences requiring face to face interaction. Response forms were decisions and nondecisions along with stated reasons for each action. A special trainee kit provided essential background materials and samples of the response forms. Several conclusions were reached: (1) the materials should be used with advanced special education seminars but can be used adequately in a workshop or institute; (2) they should be expanded to include more problematic situations; and (3) they should be tested for suitability. (author/ly)

**ED 034 958** AC 006 245

**Lauter, Geza Peter**

**An Investigation of the Applicability of Modern Management Processes by Industrial Managers in Turkey.**

California Univ., Los Angeles.

Pub Date 68  
Note—260p.; Ph. D. Thesis  
Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-11,893, MF \$3.35, Xerography \$11.70)  
**Document Not Available from EDRS.**

Descriptors—Administrative Principles, Administrator Evaluation, \*Business Administration, Chief Administrators, \*Culture Conflict, \*Developing Nations, Doctoral Theses, \*Industry, Investigations, \*Overseas Employment, Performance Factors, Personnel Policy  
Identifiers—\*Turkey

This study noted American concepts of modern management which Turkish industrial managers tend to find difficult: identified cultural, economic, and other factors that impede application of modern management processes; and compared the practices of American overseas managers with those of Turkish managers of domestic firms. Managerial performance was examined in eight American and eight comparable Turkish firms, and 73 representatives of all walks of Turkish life were interviewed. Import quota restrictions, labor laws, political uncertainty, attitudes toward managers, views of authority and subordinates, lack of capital or organized capital markets, inflation, lack of economic stability, lack of socioeconomic information, the mismatching of educational and industrial requirements, and a lack of skilled workers and qualified managers, all acted as constraints. Such constraints were so strong that the American managers could not and perhaps did not want to overcome most of them. Moreover, all American companies operated in moderately competitive or outright sellers' markets, and most managers had been away from the American business world from 10 to 15 years. These managers, however, seemed to be accomplishing their organizational objectives. (author/ly)

**ED 034 959** AC 006 246

**Shriver, Howard Arnette**

**Role Perceptions and Job Attitudes of West Virginia County Extension Agents in a Merged Extension System.**

Wisconsin Univ., Madison.

Pub Date 69  
Note—295p.; Ph. D. Thesis  
Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-4430, MF \$3.80, Xerography \$13.30)  
**Document Not Available from EDRS.**

Descriptors—Audiences, Doctoral Theses, \*Extension Agents, Job Satisfaction, Job Tenure, \*Mergers, Organizations (Groups), \*Role Perception, \*Rural Extension, Surveys, Units of Study (Subject Fields), University Extension, \*Work Attitudes

Identifiers—Appalachian Center, Cooperative Extension Service

This study was to discover the effect of the merger of various extension units at West Virginia University into the Appalachian Center. Data were collected by a questionnaire. The 131 respondents consisted of 50 county agents, 46 4-H agents, and 35 home agents, and comprised 96% of the state extension agents. Regression analysis, consisting of zero order, partial and multiple correlations, and Beta weights was used to determine statistical relationships between the dependent and independent variables. The major



conclusions were: the role perception of all agents had changed significantly since the merger; the importance that agents accorded non-traditional clientele was positively related to the extent that they had worked with these groups; home agents appeared to be more traditionally oriented than either county agents or 4-H agents; older agents showed a more non-traditional orientation and a more comprehensive role definition than younger agents. Mean scores for agents' level of job satisfaction indicated that they were somewhat satisfied. (author/nl)

ED 034 960 AC 006 247

Sorsabal, Donald Kenneth

A Critical Evaluation of In-Service Training for Classified Employees in Selected Educational Organizations in the United States.

University of Southern California, Los Angeles.

Pub Date 69

Note—244p.; Ed. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-13,084, MF \$3.15, Xerography \$11.05)

Document Not Available from EDRS.

Descriptors—Budgeting. \*Clerical Workers, Doctoral Theses, Educational Needs, Evaluation Techniques, \*Food Service Workers, \*Inservice Education, Motivation, Participant Characteristics, Program Evaluation, Program Planning, \*School Maintenance, Skill Development, Surveys

This study examined inservice training for classified school personnel in 150 selected organizations, and determined critical training requirements. Data were obtained by a preliminary questionnaire on training scope and content, and by a critical incident questionnaire. These were among the findings and conclusions: (1) inservice training was widespread, varied in scope and content, and considered all workers at every level of responsibility (especially those in food service, clerical, and operations work) for job improvement, induction, and staff development; (2) training was largely voluntary, with promotions being the chief incentive offered; (3) major emphasis was on skill improvement activities; (4) in the relatively few instances of training evaluation, performance ratings were the major evaluation technique; (5) for trainees, the most critical element was the nature of skill improvement activities, followed by instructors' personal, social, and professional qualities, and by trainee involvement in the training process; (6) assessment of training needs from information readily available in educational organizations provides a firm basis for program planning. Recommendations were offered on funding, evaluation, administration, and related matters. (author/ly)

ED 034 961 AC 006 248

Vermelen, Robert

A Study of a Selected Manpower Development Training Act Program for Training Adults.

Western Michigan Univ., Kalamazoo.

Pub Date 68

Note—185p.; Ed. D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 69-9901, MF \$3.00, Xerography \$8.40)

Document Not Available from EDRS.

Descriptors—Achievement, \*Adult Basic Education, Age Differences, Doctoral Theses, Educational Background, Employment Patterns, Followup Studies, Job Placement, \*Manpower Development, Participant Characteristics, \*Program Evaluation, Race, \*Skill Centers, \*Unemployed, Vocational Education, Wages

Identifiers—Fundamental Achievement Series (Form XB), Lincoln Skills Center, Michigan, Stanford Achievement Test (Advanced Form)

This study concentrated on evaluating the success of the Lincoln Skills Center, Kalamazoo, Michigan, in helping trainees improve their basic education and vocational skills and then to find suitable employment. Relationships were also investigated between vocational proficiency and literacy skill levels as well as between basic education achievement and job success. An interview schedule, the Stanford Achievement Test (Advanced Form), the Fundamental Achievement Series (Form XB), skills proficiency rating forms, a Michigan Employment Security Commission training form, and a followup form were used to obtain data from 156 trainees and 121 graduates. These were among the findings and conclusions: (1) trainees with initial skills above Grade 6 level

made significant gains during 12 weeks of basic education, but lower level trainees did not; (2) vocational training helped the majority, although significant gains were confined to certain courses; (3) trainees generally showed gains in job placement, job status, wages, confidence, and length of employment, and a majority held training related jobs. In terms of numbers of trainees employed, this first phase of the Center was judged successful. (author/ly)

ED 034 962 24 AC 006 255

Boyd, Robert D.

The Psychological and Mythmaking Phenomena in Visual Symbolization of Adult Illiterates. Report from the Adult Re-education Project.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TR-93

Bureau No.—BR-5-0216-TR93

Pub Date Aug 69

Contract—OEC-5-10-154

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Aptitude Tests, Attention Span, Culture Free Tests, \*Illiterate Adults, Intelligence Tests, Learning Difficulties, Realia, \*Research, Statistical Data, \*Symbolic Learning, Tests, \*Visual Learning

This pilot study was a limited exploratory investigation of certain aspects of visual symbolization ability in matched pairs of literate and illiterate adults. It was asserted that written symbolization serves as an economical means of reality comprehension and testing. This basic function of symbolization must be learned and accepted psychologically as an essential operational premise if symbols are to be employed profitably. It was argued that the failure of the illiterate to accept this premise may account in part for his illiteracy. The performance level was first tested on symbol items which were visually tied to "real" things. The attention span of the two samples were tested on a paper-and-pencil task. Finally, an instrument using abstract symbols was administered. The results were in the direction predicted. Further studies seem warranted to differentiate the several factors involved. (Nine tables and 16 references are included.) (author/ly)

ED 034 963 24 AC 006 285

Leibert, Robert E.

The Development of Informal Tests of Reading and the Analysis of the Reading Performance of Adults Attending Basic Education Classes. Final Report.

Office of Education (DHEW), Washington, D.C.

Bureau of Research.

Bureau No.—BR-8-F-089

Pub Date Sep 69

Grant—OEG-6-9-008089-0045

Note—67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—\*Adult Basic Education, Informal Reading Inventory, Investigations, \*Reading Achievement, Reading Comprehension, Reading Level, Reading Speed, \*Reading Tests, \*Test Construction, Testing, Word Lists, Word Recognition

This project developed an informal reading test from adult basic education teaching materials and investigated reading performance at six levels among adults attending basic education classes. Graded word lists, readiness oral reading passages, and graded oral reading passages were administered to 37 adults. The six most discriminating word lists were identified, along with six pairs of adult interest reading passages having similar readability levels and producing similar error scores. The work identification test, the warm-up passage, and a form of the informal oral reading test were then given to 56 adults. (The first two instruments helped determine the difficulty level at which testing could begin.) Substitutions, examiner help, and added or omitted word endings were the most prevalent errors. Poor readers required more words pronounced than better readers. Reading speeds of better readers began to decline by the seventh level while error rates and comprehension remained steady. Comprehension remained fairly consistent for all levels of readers. The average adult answered three out of five factual questions correctly. (author/ly)

ED 034 964

AL 001 392

Moxel, James N.

How to Talk Quick.

Pub Date 68

Note—4p.

Available from—Editorial Office, George Washington University, Washington, D.C. 20006

Journal Cit—GW: The George Washington University Magazine; v5 n1 p14-15, 17-18 Spring 1968

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), \*English, \*Language Research, Memory, \*Psycholinguistics, Recall (Psychological), Sentence Structure, \*Speech Compression

Identifiers—\*Quickspeak

Experiments in the Psychology Department of George Washington University suggest the possibility of constructing sub-languages of English which can accelerate communication. "Quickspeak," a restricted redundancy language, eliminates from natural language those linguistic cues which are reconstructable from those that remain. Principles for constructing a variety of Quickspeaks which have a wide range of communication properties are being formulated in these experiments. In a second approach to time-reduction in speech, messages are compressed in time by means of a "Tempo Regulator" device. Research (by Orr and Friedman at the American Institutes of Research) has shown that with training in "speed listening," a person can learn to hear 475 words of compressed speech per minute. (An average speech rate is about 175 words per minute.) One aspect of the present research is a study of the relationship between the syntactic structure of the sentences in which information is packaged and the ease of storing the information in temporary memory. (Evidence suggests that for information to be stored in long-term memory, it must first be effectively stored in temporary memory.) The value of such a memory-optimizing language may go far beyond its application to speed speech or Quickspeak since its principles could be used in more ordinary communication. (AMM)

ED 034 965

AL 001 510

Gledhill, Donald F. Wu, C. K.

Coding Chinese Characters on an Ordinary Typewriter.

Pub Date 20 Aug 68

Note—4p.; Draft

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—\*Chinese, \*Codification, \*Computational Linguistics, Computer Storage Devices, Machine Translation, Romanization, \*Typewriting, \*Written Language

Identifiers—\*Lantran Chincode System

Presented in this paper is an illustration of the Lantran Chincode System for coding the Chinese language on ordinary English language typewriters or computer terminal keyboards. The key element of the Lantran coding is the use of the Pinyin phonetic romanization which has been officially standard in Communist China for the past 10 years. The end letters in the full coding for each character are the phonetic transcription of the pronunciation of that character in the Pinyin. Since many characters have the same pronunciation, the first part of the coding indicates as concisely as possible which particular character is intended. In general this means specifying the radical of the character and the number of additional strokes required, these two items together with the pronunciation being sufficient to correctly identify the written character in all but a few cases. The key board arrangement pictured is that of the Frieden Communications Terminal generating USASCII code for computer. (Authors/AMM)

ED 034 966

AL 001 868

Atkinson, Kay And Others

An Experiment on the Recognition of Babbling.

California Univ., Berkeley. Language and Behavior Research Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—WP-15

Pub Date Aug 68

Note—8p.; Paper submitted at workshop on "Child, Language and Society," University of California, Berkeley, Summer, 1968

Available from—Language-Behavior Research Laboratory, Institute of International Studies, University of California, Berkeley, California 94720

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—\*Auditory Discrimination, \*Child Language, Cross Cultural Studies, Cultural Differences, \*Language Development, Language Patterns, \*Phonology, \*Psycholinguistics

The purpose of this study was to discover: (1) whether or not adults can discriminate between the babbling of babies learning different languages, and (2) the approximate age at which discrimination is possible. There were two tests involved in the experiment. The identification test consisted of 20 babbling samples, each of which was 15 seconds long. Of the 18 different samples (two were repeated), six were from American babies, six from Russian babies, and six from Chinese babies. The babies ranged from 5 months, 29 days to 17 months, 9 days. The same-different test consisted of 24 pairs of babbling samples from the three linguistic environments. Half the samples were from 5-6 month old babies and the other half were from 16-17 month old babies. The items in each pair were matched for age, and the "different" items were matched for sex; all possible combinations, within these limitations, were presented in equal distribution. Results indicate that adults can neither identify the babbling of infants raised in different language communities as English or non-English up to the age of 17 months, nor judge whether two samples from infants at a given age are from the same or different language communities. However, subjects' decisions were not entirely random. (Authors/DO)

ED 034 967

AL 001 877

Di Pietro, Robert J.

Contrastive Analysis and the Notions of Deep and Surface Grammar.

Georgetown Univ., Washington, D.C. School of Language and Linguistics.

Pub Date 68

Note—16p.; Article in Report of the 19th Annual Round Table Meeting on Linguistics and Language Studies, Contrastive Analysis and Its Pedagogical Implications

Available from—Publications Department, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (Monograph Series No. 21, \$2.95)

Document Not Available from EDRS.

Descriptors—\*Contrastive Linguistics, \*Deep Structure, \*Language Universals, Linguistic Theory, Phonology, Second Language Learning, Semantics, Structural Linguistics, \*Surface Structure, Syntax, \*Transformation Generative Grammar

Seeking out inter-language differences in the execution of a contrastive analysis is given priority over looking for manifestations of language universals. But unless a contrastive study is based upon an understanding of language universals and contains a set of instructions for how each language realizes them, the common ground for contrast can only be arbitrarily decided for each set of languages, and the contrasts themselves remain largely on the surface. In evaluating observed transfer and interference in language learning, the final step of error prediction is possible only with a general linguistic model that operates within the framework of deep and surface grammar. Taxonomic studies, ignoring the theoretical problem of determining interlinguistic correspondences, established phoneme classes, morphemes and grammatical categories separately for each language; no justification other than the anticipation of probable learning errors was required for contrasting the specific units and arrangements of one language with those of another. The present paper discusses the theoretical orientation of current contrastive studies and proposes to incorporate the notions of deep and surface grammar in contrastive analysis. Illustrations of the operations of deep categories, surface realization rules and contrastive statements are given. (Author/FWB)

ED 034 968

AL 001 992

Fodor, J. A. And Others

The Development of Psychological Models for Speech Recognition.

Parent's School for Atypical Children, Chatham, Mass.

Spons Agency—Air Force Electronic System Div. Report No.—ESD-TR-67-633

Pub Date Jan 68

Note—92p.; Report for September 1, 1965—August 31, 1967

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD 669 360, MF \$0.65, HC \$3.00, prepayment requested)

Document Not Available from EDRS.

Descriptors—Computational Linguistics, Models, Perception, \*Psycholinguistics, Semantics, Sentences, Structural Analysis, \*Syntax, \*Transformation Generative Grammar

Identifiers—Information Processing (Human), Machine Intelligence, \*Speech Recognition

Section I of this report discusses the theoretical issues relating to the development of syntax recognition routines based on psychological models of human speech recognition and reviews the relevant psychological literature. The research reported deals with attempts to relate various syntactic variables to measures of the perceptual complexity of sentences. Results indicate that (1) analysis by synthesis routines are probably not appropriate as models of the system employed by human speakers for speech recognition; (2) the complexity of sentences is not related in any direct way to the number of operations required by a grammar to produce them; and (3) both the lexical structure of verbs and the relation of certain other lexical formatives to transformational operations of the grammar are significantly related to the ease of understanding sentences. Section II deals with research on perceptual segmentation strategies speakers use in analyzing continuous speech. The report details the development of a particular investigative technique and its application in determining segmentation strategies. The research reported indicates that speech signals are initially analyzed into clause-like segments. The experiments reviewed explored the relationship between the constituent structure of sentences and this clause-like segmentation. (Author/FWB)

ED 034 969

AL 002 000

Freeman, Robert R. And Others

An Information-Systems Program for the Language Sciences. Final Report on Survey-and-Analysis Stage, 1967-1968.

Center for Applied Linguistics, Washington, D.C. Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LINC-5-2-69

Pub Date Jun 69

Note—117p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB 186 510, MF \$0.65, HC \$3.00, prepayment requested)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Bibliographies, Clearinghouses, Data Processing, Indexing, \*Information Networks, \*Information Retrieval, \*Information Systems, \*Language, \*Linguistics, Periodicals

Identifiers—Language Information Network Clearinghouse System, LINC, Management Planning

The main results of the survey-and-analysis stage include a substantial collection of preliminary data on the language-sciences information user community, its professional specialties and information channels, its indexing tools, and its terminologies. The prospects and techniques for the development of a modern, discipline-based information system, LINC (Language Information Network and Clearinghouse System Program), were also explored in a preliminary fashion. (Author/FWB)

ED 034 970

AL 002 082

Leaverton, Lloyd And Others

Psycholinguistics Oral Language Program: A Bi-Dialectal Approach. Experimental Edition, Part I.

Chicago Board of Education, Ill. Psycholinguistics Project.

Spons Agency—Chicago Board of Education, Ill.; Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Program Planning for the Gifted.

Pub Date 68

Note—188p.

Available from—Psycholinguistics Project, Chicago Board of Education, 228 North LaSalle Street, Chicago, Illinois 60601

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Audiolingual Methods, Cultural Context, \*Instructional Materials, \*Language Instruction, Negro Culture, \*Negro Dialects, Psycholinguistics, Teaching Guides, \*Ten

This oral language program for Afro-American children in grades 1 to 3 who speak nonstandard English is designed to emphasize and utilize the child's existing language competency, gradually and systematically introducing standard English as an additional dialect. Priority has been given to the aspects of the child's language which identify him as a nonstandard speaker, particularly in grammar, as it was felt that there is less social toleration of grammatical differences than other differences (in pronunciation or vocabulary). The lessons in this manual focus on the absence of forms of the verb "be," "were" as the past plural of "be," and the third person singular ending "-s" or "-es." The instructional sequence begins with the teacher telling a story or asking questions to elicit the desired sentence patterns. Sentences are described as "Everyday Talk" or "School Talk," depending on the verb pattern used. After the activities stemming from the children's own statements are concluded, pre-written sentences and stories in "Everyday Talk" are introduced for practice in changing from one form to the other. These activities are followed by pattern practice drills and dialogs as well as written exercises in "School Talk." Each child is asked to give an informal oral presentation using "School Talk" at the end of each unit. Detailed teaching suggestions are given. (AMM)

ED 034 971

AL 002 121

Briere, Eugene J.

English Language Testing Project for the Bureau of Indian Affairs.

University of Southern California, Los Angeles. English Language Testing Project.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date [69]

Note—15p.

Available from—Author, English Language Testing Project, 2140 Westwood Blvd., Los Angeles, California 90024

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—\*American Indians, Auditory Visual Tests, Elementary Education, \*English (Second Language), \*Equivalency Tests, Group Norms, Language Proficiency, Language Skills, Listening Comprehension, Measurement Instruments, Minority Group Children, Standardized Tests, \*Testing, \*Testing Programs

Identifiers—\*Bureau of Indian Affairs Schools

This brochure contains a summary of an English language testing project being developed by the University of Southern California under the aegis of the Bureau of Indian Affairs (BIA). Previous attempts (Stanford Achievement Test, California Achievement Test) have failed to test American Indian children's performance in reading, vocabulary, and language because these tests are not designed to measure linguistic skills. The norms and standards of such tests are derived from populations far different from the American Indian children in BIA schools, many of whom are either non-English speaking, or seriously deficient in English. The major objectives of this Project are to develop a battery of tests consisting of three parts: (1) three oral-aural techniques to measure proficiency in perception and production of spoken English, (2) two techniques for testing proficiency in listening comprehension, and (3) a paper and pencil test designed to measure the level of proficiency in written English grammar. Although not specifically within the scope of this three-year project, it is felt that the testing instruments being developed will be of great use in assessing proficiency in English for other non-English speaking groups. Direct inquiries to Author, or to Assistant Commissioner for Education, BIA, 1951 Constitution Ave. NW, Washington, D.C. 20242. (AMM)

ED 034 972

AL 002 175

Zierer, Ernesto And Others

Comparative Analysis of Languages for Machine Processing. Interim Report.

Universidad Nacional de Trujillo (Peru). Facultad de Letras y Educacion.

Spons Agency—Air Force Office of Scientific Research, Washington, D.C.

Pub Date May 69

Note—86p.

EDRS Price MF-\$0.50 HC-\$4.40



**Descriptors**—\*Computational Linguistics, Contrastive Linguistics, English, Function Words, German, \*Japanese, \*Machine Translation, \*Semantics, Spanish, Structural Analysis, \*Syntax

**Identifiers**—\*Correlational Analysis, Particles

This report gives the results obtained in the semantic and syntactic analysis of the Japanese particles "de," "ni," "e," and "wo" in comparison to their equivalents in English, German, and Spanish. The study is based on the so-called "Correlational Analysis" as proposed by Ernst von Glasfeld. The combinations of distinctive semantic features of the "correlata" with the relations are summarized in tables. A detailed and diagrammed description is given of two examples showing the transition from any of the four languages to any of the others in the translation process concerning the particles involved. The model is based on the logical functions of conjunction, disjunction, and disjunction as suggested by A. Hoppe. The Japanese particles—particularly "de," "ni," and "wo"—have a wide semantic range. This will be a problem in machine translation but could be approached through coding the distinctive correlational features of the words in the dictionary and through adequate programming for the machine translation process. On the other hand, this lack of linguistic explicitness forces the speaker and hearer of Japanese to extract considerably more information from the context, both linguistic and social, than the speakers of the other three languages to achieve comprehension in the communication process. (Authors/DO)

**ED 034 973** 48 **AL 002 222**  
Erwin, Wallace M.

**A Basic Course in Iraqi Arabic. The Richard Shade Harrell Arabic Series: Number Eleven.**

Georgetown Univ., Washington, D.C.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1240  
Pub Date 69

Contract—OEC-2-14-029  
Note—389p.

Available from—Publications Department, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (\$6.50)

**Document Not Available from EDRS.**

**Descriptors**—\*Arabic, Audiolingual Methods, Cultural Context, \*Grammar, \*Instructional Materials, \*Language Instruction, Pattern Drills (Language), \*Phonology, Standard Spoken Usage, Vocabulary

**Identifiers**—\*Muslim Baghdad Arabic

This text in basic Arabic is audiolingual in approach and is based specifically on Muslim Baghdad Arabic, which can generally be understood throughout Iraq and to some extent throughout the Arab world. Units 1-10 present a description of the phonological system of Iraqi Arabic, with detailed explanations and drills designed to help the student learn to pronounce the vowels and difficult consonants. Each of the lesson units 11-40 consists of (1) a short dialog or narrative, with new vocabulary items listed; (2) grammatical explanations; and (3) drills. Cultural notes are also provided. Suggestions to the teacher for presenting the lesson material is included in the Introduction. See related documents ED 012 356, "A Short Reference Grammar of Iraqi Arabic"; ED 012 355, "A Dictionary of Iraqi Arabic: English-Arabic"; and ED 016 212, "A Dictionary of Iraqi Arabic: Arabic-English," all of the same series. (AMM)

**ED 034 974** **AL 002 223**

**Japanese 12-Week Course. Volume I, Introduction and Lessons 1-15.**

Florida State Univ., Tallahassee. Educational Systems Development Center.

Pub Date Mar 65  
Note—271p.

**EDRS Price MF-\$1.25 HC-\$13.65**

**Descriptors**—Audiolingual Methods, Cultural Context, Grammar, \*Instructional Materials, \*Intensive Language Courses, \*Japanese, \*Language Instruction, Military Training, Pattern Drills (Language), Phonology, Pronunciation, Romanization

This first volume in the Defense Language Institute's 12-week course in Japanese presents an introduction to Japanese phonology for the non-linguist beginning student, and a description of the format used throughout the DLI series (per-

ception drills, dialogues with English equivalents, grammar notes, and exercises and conversations). This volume also contains Lesson Units 1-15. All Japanese appears in romanization. (See AL 002 224 for Volumes II and III—Lesson Units 16-41, and AL 002 225 for Volume IV—Lesson Units 42-55, and Volume V—Glossary.) (AMM)

**ED 034 975** **AL 002 224**

**Japanese 12-Week Course. Volume II, Lessons 16-27. Volume III, Lessons 28-41.**

Florida State Univ., Tallahassee. Educational Systems Development Center.

Pub Date Nov 65  
Note—521p.; 2vols.

**EDRS Price MF-\$2.00 HC-\$26.15**

**Descriptors**—Audiolingual Methods, Cultural Context, Grammar, \*Instructional Materials, \*Intensive Language Courses, \*Japanese, \*Language Instruction, Military Training, Pattern Drills (Language), Romanization

These two volumes contain Lesson Units 16-41 in the Defense Language Institute's 12-week course in Japanese. (See AL 002 223 for Volume I, Lessons Units 1-15 and AL 002 225 for Volume IV, Lesson Units 42-55 and Volume V, Glossary.) (AMM)

**ED 034 976** **AL 002 225**

**Japanese 12-Week Course. Volume IV, Lessons 42-55. Volume V, Glossary.**

Florida State Univ., Tallahassee. Educational Systems Development Center.

Pub Date Nov 65  
Note—335p.; 2vols.

**EDRS Price MF-\$1.25 HC-\$16.85**

**Descriptors**—Audiolingual Methods, Cultural Context, \*Glossaries, Grammar, \*Instructional Materials, \*Intensive Language Courses, \*Japanese, \*Language Instruction, Military Training, Pattern Drills (Language), Romanization

These two volumes comprise Lesson Units 42-55 (Volume IV), and a comprehensive Glossary (Volume V) which accompanies this 12-week Defense Language Institute course in beginning Japanese. (See AL 002 223 for Volume I—Introduction and Lesson Units 1-15, and AL 002 224 for Volumes II and III—Lesson Units 16-27 and 28-41.) (AMM)

**ED 034 977** 24 **AL 002 227**

Politzer, Robert L. Bartley, Diana E.

**Standard English and Nonstandard Dialects: Elements of Syntax.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—RDM-54  
Bureau No—BR-5-0252

Pub Date Oct 69  
Contract—OEC-6-10-078

Note—50p.  
**EDRS Price MF-\$0.25 HC-\$2.60**

**Descriptors**—Adjectives, Adverbs, \*Contrastive Linguistics, \*Form Classes (Languages), Interference (Language Learning), Mexican Americans, Negro Dialects, Nominals, \*Nonstandard Dialects, Pronouns, Sentence Structure, Spanish Speaking, Standard Spoken Usage, \*Syntax, Teacher Education, Teacher Improvement, \*Ten, Transformations (Language), Verbs

This memorandum is the third in a series of publications which will ultimately combine to form the basis of a "Syllabus for the Training of Teachers of Standard English as a Second Dialect." Most of the culturally and economically disadvantaged are not native speakers of standard English, but speakers of a nonstandard dialect. The syllabus is intended for those who teach children from Negro and Spanish (Mexican) subcultures. This memorandum is a systematic listing and description of the salient features of English syntax along with parallels in nonstandard speech. The information concerning Negro speech is based on the literature cited in this memorandum. The description of interference with a Spanish substratum is primarily inferred from a comparison of English with Spanish structure. Teachers who are already teaching standard English as a second dialect as well as those who wish to learn how to do so will find the memorandum useful. See related document ED 030 869. (Authors/DO)

**ED 034 978** **AL 002 228**

Adams, E. N.

**Computer Based Instruction and Management in Foreign Language Teaching: A Systems Concept.**

International Business Machines Corp., Yorktown Heights, N.Y. Thomas J. Watson Research Center.

Report No—RC-2658  
Pub Date 8 Oct 69

Note—22p.

Available from—IBM Thomas J. Watson Research Center, Post Office Box 218, Yorktown Heights, New York 10598

**Document Not Available from EDRS.**

**Descriptors**—Audio Video Laboratories, Audiovisual Programs, Autoinstructional Methods, \*Computer Assisted Instruction, \*Language Instruction, \*Language Laboratories, Language Proficiency, \*Second Language Learning, Testing

A language-learning system is described in which individual practice in the learning laboratory is the central activity, both of learning and of testing. The system includes as one component an audio/visual device controlled by a digital computer. The system is designed to achieve a high quality of instruction by good management of the student's time and effort. A discussion is given of the equipment, the computer programs, and the general functional design of the learning system. (Author/DO)

**ED 034 979** 72 **AL 002 229**

Dabrowski, Kazimierz, Ed. Golanska, Bronislaw, Ed.

**Selected Bibliography of Polish Educational Materials. Vol. 8, No. 3, 1969.**

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—TT-69-50-000-3  
Bureau No—BR-7-1275

Pub Date 69  
Note—47p.

Available from—Stechert-Hafner, Inc., 31 East 10th Street, New York, N.Y., 10003; FAM Book Service, 69 Fifth Avenue, Suite 8F, New York, N.Y. 10003

**EDRS Price MF-\$0.25 HC-\$2.45**

**Descriptors**—Adult Education, \*Annotated Bibliographies, \*Education, Elementary Schools, Higher Education, High Schools, \*Instructional Materials, Laws, Legislation, \*Polish, Preschool Education, Social Sciences, Special Education, Teacher Education

The bulk of the Polish educational materials listed in this annotated bibliography was published between February 1 and April 30, 1969. The 90 entries are listed under the following categories: (1) History of Education; (2) Laws and Legislation; (3) General Information on Education; (4) Social and Educational Sciences; (5) The Teacher's Profession; (6) Schools and Institutions—Preschool, Primary, Secondary, Vocational, Higher, Adult, and Special; and (7) Miscellaneous. An index of authors and a listing of Polish publishing houses completes this volume. All titles appear in Polish and English; annotations appear in English only. (DO)

**ED 034 980** **AL 002 231**

**Regional Seminar on New Developments in the Theory and Methods of Teaching and Learning English. Report.**

Regional English Language Centre, Singapore.

Spons Agency—Ministry of Education, Kuala Lumpur (Malaysia); Ministry of Education, Singapore.

Report No—RELC-IP0-S4  
Pub Date Jun 69

Note—119p.

**EDRS Price MF-\$0.50 HC-\$6.05**

**Descriptors**—Composition (Literary), Contrastive Linguistics, \*English (Second Language), Instructional Materials, Instructional Materials Centers, \*Language Instruction, Linguistic Theory, Oral Expression, Publishing Industry, \*Reading Instruction, Reference Materials, \*Teaching Methods

**Identifiers**—\*Southeast Asian Ministers of Education Organ

This Seminar, held in Singapore June 9-14, 1969, brought together some of the leading scholars in the field of language teaching, from both within and outside the Southeast Asian region, for the following purposes: (1) to review

some of the more significant developments of the past two decades in language teaching; (2) to consider some of the newer concepts, particularly those developed out of transformational grammar; (3) to provide a platform for the exchange of ideas stemming from the various schools of linguistics and methodology; and (4) to stimulate critical thinking among the language teaching professionals of the SEAMEO (Southeast Asian Ministers of Education Organization) countries. A noteworthy feature of the Seminar was the emphasis of most speakers on the need for eclecticism; there was agreement among the theoretical linguists and the practicing teachers present that the best results in language teaching were likely to be achieved by taking insights into language and teaching strategies of proven value from every available source. Summaries of all the 35 papers, with some account of the subsequent discussions, are presented in this Report. A number of the papers will be published in full in a forthcoming first issue of the RELC (Regional English Language Centre) Journal. For earlier reports, see AL 002 147 and AL 002 148. (AMM)

ED 034 981 AL 002 232

Leaverton, Lloyd. *And Others*

**The Psycholinguistics Reading Series: A Bi-dialectal Approach. Teacher's Manual.**

Chicago Board of Education, Ill. Psycholinguistics Project.

Spons Agency—Chicago Board of Education, Ill.; Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Program Planning for the Gifted.

Pub Date 69

Note—185p.

Available from—Psycholinguistics Project, Chicago Board of Education, 228 North LaSalle Street, Chicago, Illinois 60601

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Audiolingual Methods, Cultural Context, Elementary Education, \*Instructional Materials, \*Language Instruction, Negro Culture, \*Negro Dialects, Psycholinguistics, \*Reading Instruction, Reading Materials, Standard Spoken Usage, Teaching Guides, \*Ten, Verbs

The Introduction to this Teacher's Manual describes the objectives of the "Psycholinguistics Reading Series" as being twofold: (1) to provide an effective approach to the teaching of beginning reading to Afro-American children whose language patterns differ in some basic aspects from those employed in traditional basal readers, and (2) to help the child maintain and further develop positive attitudes toward himself, his school, and his community through reading materials. The focus is on differences in verb usage existing between the children's oral speech and the standardized dialect; each of the units in the Series places emphasis on only one verb pattern. Each unit (book) contains two versions of the same story—the "Everyday Talk" story and the corresponding "School Talk" story. Books 1-3 appear as one edition, books 4-7 are in two sets. Book 8 has only one set of stories, which serve as a review of standard verb forms introduced in the Series. The stories are about the child himself, his community, and his ethnic group. The books are illustrated and contain blank pages for the child's own sentences, stories, and drawings. These books, as well as the present Teacher's Manual which provides teaching suggestions and an explanation of the methodology, are available from the Psycholinguistics Project of the Chicago Board of Education. (See AL 002 082.) (AMM)

ED 034 982 AL 002 233

Topping, D. M.

**Some Implications of Transformational Grammar for Language Teaching.**

Pub Date Jun 69

Note—18p. Paper presented at the Regional Seminar of the SEAMEO Regional English Language Centre, Singapore, June 9-14, 1969

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—\*Deep Structure, English (Second Language), \*Language Instruction, Language Universals, Linguistic Competence, Linguistic Performance, \*Phrase Structure, Semantics, Structural Linguistics, Surface Structure, Syntax, Teaching Methods, \*Transformational Generative Grammar, \*Transformation Theory (Language)

This paper attempts to discuss some of the implications of transformational grammar for language analysis and language learning. The author covers the following points: (1) transformational grammar—some background and some claims, and some linguistic and psychological implications; (2) which, if any, of the claims of transformational grammar are germane to language teaching; and (3) how, specifically, some of these claims might be utilized by teachers of language. He concludes that the teacher should know the structure of the language he is teaching from a transformational grammar point of view. He feels, however, that not all the claims of transformational grammar (for example, linguistic universals) have relevance to language teaching. Some interpretation and selection are needed and must be supplied by the language teacher himself after he has made his grammatical study. The author concludes with a discussion of several areas where a transformational view of grammar might be of some assistance in second language teaching: (1) the phrase structure rules of transformational grammar can serve as a meaningful guide in selecting simple constructions for presentation before more complex ones, (2) transformational analysis can help determine which sentences are really more complex, and (3) it can show relationship of one structure to another. (DO)

ED 034 983 AL 002 234

Garvin, Paul L.

**Specialty Trends in the Language Sciences. LINC'S Project Document Series.**

Center for Applied Linguistics, Washington, D.C. Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LINC'S-16-69; NSF-GN-771

Pub Date Dec 69

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—Anthropology, \*Behavioral Sciences, Computer Science, Information Science, \*Interdisciplinary Approach, Language Arts, \*Linguistics, \*Linguistic Theory, Literature, Philosophy, Psycholinguistics, Psychology, Sociolinguistics, Sociology, Identifiers—Anthrologistics, Biolinguistics, Biomedical Science, \*Language Sciences, Philology

The author feels that it is legitimate to center a survey of the language sciences around the field of linguistics. This survey is based in part on his own view of the scientific study of language, and in part on an informal sampling of the literature available to him. He gives first a characterization of the field of linguistics, then a discussion of the various "hyphenated" fields that have sprung up around linguistics, followed by a survey of the other sciences dealing with language. Finally, he attempts an evaluation of the whole broad area of the language sciences. (Author/DO)

ED 034 984 AL 002 235

Allen, Harold B., Comp.

**Linguistics and English Linguistics. Goldentree Bibliographies in Language and Literature.**

Pub Date 66

Note—117p.

Available from—Appleton-Century-Crofts, Educational Division, Meredith Corporation, 440 Park Avenue South, New York, New York 10016 (\$1.65)

Document Not Available from EDRS.

Descriptors—American English, \*Bibliographies, Bilingualism, Child Language, Dialects, Dictionaries, \*English, English (Second Language), Generative Grammar, Glossaries, Grammar, Language Arts, Language Typology, Lexicography, \*Linguistics, \*Linguistic Theory, Morphology (Languages), Onomastics, Phonemics, Phonetics, Psycholinguistics, Semantics, Sociolinguistics, Syntax, Transformational Generative Grammar, Translation, Vocabulary

Identifiers—British English

This bibliography is intended for graduate and advanced undergraduate students who desire a convenient guide to linguistic scholarship in English, education, linguistics, and related areas. The listing is selective, but the compiler has tried to provide ample coverage of the major fields and topics, with emphasis on works published in the twentieth century. Areas included are: (1) Bibliographies, (2) Dictionaries and Glossaries, (3) Festschriften and Miscellaneous Collections,

(4) Linguistics, (5) English Language and English Linguistics, (6) Language Instruction, and (7) Special Topics. Addenda to each of the sections and an author index conclude the bibliography. (DO)

ED 034 985

Grognet, Allene Guss, Ed.

**Linguistic Society of America Annual Meeting (44th, San Francisco, California, December 29-31, 1969). Meeting Handbook.**

Linguistic Society of America, Washington, D.C. Pub Date Dec 69

Note—143p.

Available from—Linguistic Society of America, Room 800, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$2.50)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—\*Abstracts, Diachronic Linguistics, \*Language Research, \*Linguistics, Linguistic Theory, Meetings, Phonology, Psycholinguistics, Research Projects, Research Reviews (Publications), Semantics, Sociolinguistics, Syntax

This handbook was compiled for the 44th Linguistic Society of America Meeting in San Francisco, December 29-31, 1969. It consists of the official program for the meeting, abstracts of the 78 papers presented there, and advertisements. The abstracts are arranged in alphabetical order by author, and in some cases are accompanied by handouts. (DO)

ED 034 986

Allen, Robert L. Allen, Virginia F.

**Listen and Guess! Listen and Guess Series.**

Pub Date 65

Note—566p.; 4 vols.

Available from—Webster Division, McGraw-Hill Book Company, Manchester Road, Manchester, Missouri 63011

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, \*English (Second Language), \*Instructional Materials, \*Language Instruction, Language Records (Photograph), \*Listening Comprehension, \*Pattern Drills (Language), Sentence Structure, Supplementary Textbooks, Tape Recordings, \*Teaching Guides, Vocabulary, Workbooks, Writing Skills

These supplementary materials for students of English as a second or foreign language consist of 48 recorded conversations in the form of short question-and-answer dialogs. (The vocabulary range is 800-1,000 basic words.) The exercises are designed to develop aural skills; students listen to conversations between a native and a non-native speaker, make appropriate responses, and then receive the correct answers. The laboratory workbooks which accompany each of the three tapes contain short notes on each conversation, questions, and a place for answers. The Teacher's Manual contains directions for the use of each type of conversation, scripts of all conversations, and answers. (AMM)

ED 034 987

Osman, Neile

**Word Function and Dictionary Use; A Workbook for Advanced Learners of English.**

Pub Date 65

Note—187p.

Available from—Oxford University Press, Inc., 16-00 Pollitt Drive, Fair Lawn, New Jersey 07410 (\$1.15)

Document Not Available from EDRS.

Descriptors—Advanced Students, \*Dictionaries, \*English (Second Language), \*Form Classes (Languages), \*Instructional Materials, \*Language Instruction, Sentences, Writing Exercises

The present volume is designed as a workbook for advanced learners of English as a second or foreign language which will train them through instruction and exercises to use an all-English dictionary. The contents are based on the second edition of Hornby, Gatenby, and Wakefield's "The Advanced Learner's Dictionary of Current English," 1963. Oxford University Press. Sections cover the identification of a word according to its class and function; verb forms, their meanings and usage; other parts of speech; collocations, idiomatic word groups, and compounds. Various types of dictionary entries are dealt with, and detailed instructions in the actual use of a dictionary are given. Numerous examples and exercises are provided; answers are appended. (AMM)



ED 034 988

AL 002 239

Lee, W. R. Coppen, Helen  
Simple Audio-Visual Aids to Foreign-Language Teaching.

Pub Date 64

Note—122p.

Available from—Oxford University Press, Inc.,  
16-00 Politt Drive, Fair Lawn, N.J. 07410  
(\$1.15)

Document Not Available from EDRS.

Descriptors—\*Audiovisual Aids, \*English  
(Second Language), \*Language Instruction,  
Reference Materials, \*Teaching Techniques

This handbook is an introduction to the use of  
aids in foreign language and second language  
teaching. The first section discusses using aids in  
oral work and in reading and writing. The second  
section provides practical suggestions for making  
various types of pictures, flannel boards and  
plastiboards, materials for reading, and puppets.  
Appendices include a listing of books, wall pic-  
tures, charts, filmstrips, and films. (AMM)

ED 034 989

AL 002 240

Turner, Richard H.  
When People Talk...On the Telephone.

Pub Date 66

Note—136p.; 5vols.

Available from—Teachers College Press,  
Teachers College, Columbia University, 525  
West 120th Street, New York, N.Y. 10027  
(\$2.65 per set)

Document Not Available from EDRS.

Descriptors—\*Cultural Context, \*English  
(Second Language), Oral English, \*Reading In-  
struction, Remedial Reading, \*Supplementary  
Reading Materials

Books A and B in this set of materials designed  
to develop reading skills each contain fourteen  
dialogs on everyday social and business situations  
that require use of the telephone. The correlated  
exercises contained in the accompanying Work-  
books A and B test comprehension, mastery of  
patterns, and understanding of the use of the  
telephone and directory for finding out different  
kinds of information. The Manual for the teacher  
suggests ways of introducing and using the dialogs  
in class and provides answers to the exercises.  
(Although these dialogs have been prepared  
specifically for teaching reading in the regular  
classroom, they may also be used in teaching  
remedial reading and English as a second lan-  
guage on the upper-intermediate and advanced  
levels.) (AMM)

ED 034 990

AL 002 242

Hackman, Agop Cochrane, Jack  
Teaching English Pronunciation; A Guide for  
Teachers of English as a Second Language for  
French-Speaking Students.

Pub Date 69

Note—106p.

Available from—Librairie Beauchemin Limitee,  
450 Avenue Beaumont, Montreal 15, Quebec,  
Canada (\$3.50)

Document Not Available from EDRS.

Descriptors—Connected Discourse, Consonants,  
\*Contrastive Linguistics, \*English (Second  
Language), \*French, Language Records  
(Phonograph), \*Pronunciation, \*Pronunciation  
Instruction, Supplementary Textbooks,  
Suprasegmentals, Teaching Techniques, Vowels

This book, a pedagogical rather than a sci-  
entific study of the French and English sound  
systems, is specifically designed for the French-  
Canadian student of English. Together with its  
companion volumes, "Teaching English Pronun-  
ciation: Exercises, Part I and Part 2," and their  
accompanying phonograph records, the series  
may be used separately or as a supplement to an  
English course given at the elementary, secondary  
or collegiate levels. Chapters deal with the fol-  
lowing: (1) Pronunciation and Language Learn-  
ing—the teaching of pronunciation, the teacher,  
the book; (2) Speech Sounds—the speech  
mechanism, the classification of speech sounds,  
consonants, and vowels; (3) Connected Speech—  
stress, intonation, assimilation, liaison, and elision;  
and (4) Techniques and Procedures for  
Teaching Pronunciation—diagrams of the speech  
organs, minimal pairs, pictures and objects, di-  
alogs, phonetic alphabets, rhymes and songs, lan-  
guage laboratories and recordings, techniques for  
specific sounds, stress and intonation, and recom-  
mendations. Chapters II, III, and IV conclude  
with a bibliographical listing of references.  
(AMM)

ED 034 991

AL 002 243

Wolfram, Walt  
An Appraisal of ERIC Documents on the Manner  
and Extent of Nonstandard Dialect Divergence.

Pub Date Dec 69

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—\*Child Language, Cognitive  
Development, Cultural Differences, Cultural  
Disadvantage, \*Dialect Studies, Disad-  
vantaged Environment, Disadvantaged Youth,  
\*Language Development, Linguistic Theory,  
\*Nonstandard Dialects, Social Dialects,  
\*Sociolinguistics, Speech Evaluation, Standard  
Spoken Usage

Identifiers—Deficit Model, Difference Model

This paper examines and evaluates 11 ERIC  
documents dealing with the manner and extent to  
which nonstandard dialects differ from standard  
English. The relative importance of each docu-  
ment to the issue is implicit in the comments con-  
cerning that article. The author presents and ex-  
plains the deficit and difference models of ex-  
plaining language varieties. Before actually  
evaluating the ERIC articles he discusses briefly  
the basic assumptions about the nature of lan-  
guage with which the deficit model is in conflict.  
Special notation is made of the articles which the  
author feels are of crucial importance. (DO)

ED 034 992

48

AL 002 245

Barker, Muhammad Abd-al-Rahman Mengal,  
Aqil Khan

A Course in Baluchi. Volume One.

McGill Univ., Montreal (Quebec). Institute of  
Islamic Studies.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Inst. of International Studies.  
Bureau No.—BR-6-3061

Pub Date 69

Contract—OEC-1-7-063061-0213

Note—526p.

Available from—McGill University Press, 3458  
Redpath Street, Montreal, Quebec, Canada

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, \*Baluchi,  
Cultural Context, Grammar, \*Instructional  
Materials, \*Language Instruction, Pattern Drills  
(Language), Phonemic Alphabets, Phonology,  
Semantics, Tape Recordings, Vocabulary

This Baluchi text is intended for use in a one-  
year elementary course which meets (ideally) at  
least five classroom hours per week, with one or  
two more hours of practice in the language  
laboratory. It is designed to be used with a  
Baluchi native informant and a linguist, although  
the tapes prepared by the authors may, if neces-  
sary, replace the native speaker. Volume One  
contains 20 lesson units as well as an introducto-  
ry unit presenting the phonology and the pho-  
netic transcription used in the course. Thir-  
teen units deal with grammar. They contain sets  
of basic sentences which serve both to introduce  
new vocabulary and also to present one or more  
grammatical formations. Each such set is fol-  
lowed by sub-sections explaining the new gram-  
matical material, and then by further sub-sections  
which discuss usage and idiom, semantic limita-  
tions and differences between words, or relevant  
cultural information. Four units begin with a di-  
alog in Baluchi together with a literal English  
translation. New vocabulary items are inserted  
just before the dialog sentence in which they first  
occur. The dialog is followed by grammatical, se-  
mantic, and cultural notes and comments as well  
as exercises, drills, and a final vocabulary. Three  
units are similar to the dialog units but contain  
short, connected texts rather than dialogs. See  
AL 002 246 for Volume Two. (Authors/DO)

ED 034 993

48

AL 002 246

Barker, Muhammad Abd-al-Rahman Mengal,  
Aqil Khan

A Course in Baluchi. Volume Two

McGill Univ., Montreal (Quebec). Institute of  
Islamic Studies.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Inst. of International Studies.  
Bureau No.—BR-6-3061

Pub Date 69

Contract—OEC-1-7-063061-0213

Note—669p.

Available from—McGill University Press, 3458  
Redpath Street, Montreal, Quebec, Canada

Document Not Available from EDRS.

Descriptors—\*Baluchi, Cultural Context, Gram-  
mar, \*Instructional Materials, \*Language In-  
struction, Pattern Drills (Language), Poetry,  
Reading Instruction, Reading Materials,  
Vocabulary, \*Writing, Written Language

Volume Two contains Units XXI through XXX  
of the Baluchi course. Unit XXI introduces the  
Arabic script as adapted for Baluchi. Special con-  
ventions, abbreviations, numerals, and punctua-  
tion symbols are discussed next, and several sec-  
tions are devoted to the orthography of certain  
substantive and verbal affixes. A series of reading  
drills which recapitulate portions of the "Basic  
Sentences" given in phonemic script in Units I  
through XX follows and provides both reading  
practice and review of earlier materials. Units  
XXII through XXVIII contain texts in Baluchi  
script. The first four of these units consist of fa-  
bles and short essays written by the authors. The  
texts of Units XXVII and XXVIII are taken from  
actual publications; they include a traditional  
folk tale, a modern short story, and a newspaper  
editorial. Text sections in each of these units are  
followed by a "Serial Vocabulary" of all new  
items listed in order of their appearance in the  
texts. A section of grammatical and lexical drills  
(in the Baluchi script) ends each of these six  
units. The last two units present samples of classi-  
cal and modern poetry. After a brief introduc-  
tion, each selection is given in the Baluchi script.  
A serial vocabulary, notes on the meter, and a  
literal prose translation of the piece is given for  
each sample. (Authors/DO)

ED 034 994

48

AL 002 248

Delattre, Pierre

The General Phonetic Characteristics of Lan-  
guages. Final Report.

California Univ., Santa Barbara.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Inst. of International Studies.

Pub Date Dec 69

Contract—OEC-0-9-097701-0775-014

Note—132p.

EDRS Price MF-\$0.75 HC-\$6.70

Descriptors—\*Acoustic Phonetics, Articulation  
(Speech), \*Consonants, \*Contrastive Lin-  
guistics, Distinctive Features, English, French,  
German, Intonation, Spanish, Spectrograms,  
\*Suprasegmentals, Syntax, \*Vowels

The objectives of this project were the instru-  
mental analysis and detailed description of the  
phonetic features of American English and of the  
foreign languages most commonly taught in the  
United States—German, Spanish, and French.  
Eleven prosodic features, 13 vocalic features, and  
16 consonant features of each are compared to  
English. A three-way instrumental technique of  
research was developed: (1) The spectrograms of  
utterances that have been composed and re-  
corded for a special purpose were analyzed and  
those of English compared with the correspond-  
ing ones of German, Spanish, and French. This  
led to hypothesizing about the acoustic dif-  
ferences between English and the other languages  
regarding certain phonetic characteristics. (2)  
The hypotheses were verified or refuted by means  
of spectrographic synthesis. (3) Motion picture  
X-rays of the utterances were made and studied  
frame by frame by means of special projectors,  
to discover the articulatory features that corre-  
lated with the acoustic ones found by spectrographic  
analysis and synthesis. As a complement to this  
instrumental research, phonetic features of En-  
glish and foreign languages were investigated by  
statistical analysis, related to such features as  
phoneme frequency and distribution and syllable  
types. "Two notes on Semitic Laryngeals in East  
Gurage" by R. Hetzron is included. (DO)

ED 034 995

72

AL 002 249

Elefant, William L., Ed.

Israel Education Abstracts: A Selected Bibliog-  
raphy of Current and Past Literature and  
Materials on the Philosophy, Policy and Practice  
of Education in Israel. Vol. 4, No. 2, 1969  
Covering Period of April 1969–July 1969.

Bar-Ilan Univ., Jerusalem (Israel). Dept. of Edu-  
cation; Israel Program for Scientific Transla-  
tion, Jerusalem.

Spons Agency—National Science Foundation,  
Washington, D.C.; Office of Education (D-  
HEW), Washington, D.C. Inst. of International  
Studies.

Report No.—TT-69-55006-2

Bureau No.—BR-7-1275

Pub Date 69

Note—85p.

Available from—Israel Program for Scientific Translations, Ltd., Jerusalem, Israel  
Document Not Available from EDRS.

Descriptors—\*Abstracts, \*Annotated Bibliographies, Audiovisual Instruction, Delinquency, \*Education, Educational Administration, Educational Philosophy, \*Educational Policy, Hebrew, Higher Education, History Instruction, Language Instruction, Mathematics Instruction, Reading Instruction, \*Religious Education, Secondary Education, Sex Education, Vocational Education

Identifiers—\*Israel

Two sections comprise this selected bibliography on education in Israel. The first, "Current Items Section (April 1969–July 1969)," contains abstracts of documents dealing with new educational publications, foundations of education, the educational ladder, the teaching-learning process, educational frameworks, the administration of educational systems, the teaching of various subjects, and Diaspora Jewish education. The second section is a "Special Section on Modern Religious Education in Israel" and consists of an introduction and abstracts on historical highlights, issues and dilemmas—eternity and modernity, special problems, the teaching-learning process, and special frameworks. A publications and publishers index is included as well as an author index. A supplement contains a cross-reference table to related higher education abstracts. All titles appear in English and Hebrew; abstracts appear in English only. (DO)

ED 034 996

AL 002 250

Afendras, Evangelos A.  
Sociolinguistic History, Sociolinguistic Geography and Bilingualism.

Pub Date Sep 69

Note—35p.; Paper presented at the International Days in Sociolinguistics, Istituto Luigi Sturzo, Rome, September 14-17, 1969

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—\*Bilingualism, Culture Contact, \*Diachronic Linguistics, Diglossia, Interference (Language Learning), Language Role, Language Usage, Mathematical Models, Migration Patterns, \*Sociocultural Patterns, \*Sociolinguistics

Identifiers—Macedoromanians

An attempt is made to develop a method for the presentation of temporal and spatial sociolinguistic data in order to study phenomena of bilingual interaction. Domain of language usage and other sociocultural variables are abstracted from extant sources, normalized and compared with the aim of studying sociolinguistic variation, its reflection on stability of language distribution and the relation of the latter to convergence processes in the languages in contact. The possibility of applying sociological-geographic models for the diffusion of innovation to linguistic diffusion is investigated. The case of the Macedoromanian nomads in the Balkans is used to illustrate the method. (Author/DO)

ED 034 997

AL 002 261

English Language and Orientation Programs in the United States; Including a List of Programs for Training Teachers of English as a Second Language.

Institute of International Education, New York, N.Y.

Spons Agency—Department of State, Washington, D.C.

Pub Date 69

Note—117p.

Available from—Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017 (\$1.00 single copy; reduced rates for multiple copies)

Document Not Available from EDRS.

Descriptors—\*College Language Programs, \*English (Second Language), \*Foreign Students, \*Language Programs, Orientation, Reference Materials, Summer Programs, \*Teacher Education

Identifiers—\*United States

The present report on courses in English for speakers of other languages lists 301 academic-year offerings at 299 institutions and 125 summer offerings including separate orientation programs at 114 institutions. Also listed are degree and certificate programs in English for speakers of other languages offered at 44 institutions and 29 other institutions offering one or more courses in the field. The listings in each section are in alphabetical order by state and provide, in addition to the

name and address of the institution and the person to whom inquiries should be addressed, a description of the course; prerequisites, if any; information on the cost of fees and housing; availability of housing; registration procedures; visa eligibility; and other data pertinent to the selection of, and enrollment in, these courses. (Cost figures in the listings are based on the 1968-69 academic year and are subject to change.) (AMM)

ED 034 998

CG 003 975

Kauppi, Dwight R.

The Application of General Semantics to the Classification of Mentally Retarded. Research Report No. 17. Work Adjustment Project.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Social and Rehabilitation Service.

Pub Date 6 Aug 68

Note—15p.; Paper presented at the International Conference on General Semantics, Denver, Colorado, August 5th–9th, 1968

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Behavioral Sciences, \*Classification, Communication Problems, \*Communications, Identification, Intelligence Quotient, \*Intelligence Tests, Mentally Handicapped, \*Mental Retardation, \*Semantics

The relevance of general semantics to subject areas in the behavioral sciences has been established many times over, although the application of the principles concerned does not always reflect acceptance. The problem of semantics as related to mental retardation has great importance as life affecting decisions are made in accord with beliefs and practices growing out of the use of the system. Some of the characteristics of a semantically appropriate system are: (1) it would produce some desirable results, (2) it should allow better communication, and (3) there would be greater agreement among users on the use of the system. In examining outcomes beyond school, the classification system for mental retardation has even less success in prediction. One of the reasons that the mental retardation classification has continued is the involvement with the medical profession, where classification systems are very strong. Many problems that recur seem ample evidence of the results of ignoring the importance and relevance of general semantics principles in devising a classification system. (Author/KJ)

ED 034 999

CG 004 209

Randolph, Norma And Others  
Self Enhancing Education; Communication Techniques and Processes that Enhance. A Training Manual.

Cupertino Union School District, Calif.; Menlo Park City School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 68

Note—273p.

EDRS Price MF-\$1.25 HC-\$13.75

Descriptors—Communications, \*Communication Skills, Education, Educational Innovation, Educational Methods, \*Educational Programs, \*Self Actualization, Self Concept, Training, Training Objectives, \*Training Techniques, Unit Plan, \*Units of Study (Subject Fields)

The training manual for Self Enhancing Education is designed for use with the text Self-Enhancing Education, (Randolph and Howe, 1966, Sanford Press). The manual is divided into ten units such as "Two Primary Communication Techniques," and "A Primary Concept Essential to Self Enhancing Education," and 13 appendices including pictures, tape scripts and selected readings. The units include reading matter, films or filmstrips. Each unit is divided into six sections: (1) introduction, (2) learning opportunities, (3) activities, (4) thinking processes, (5) social skills and (6) evaluation. A glossary of terms is included at the end of the manual. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED 035 000

CG 004 249

Tillery, Dale And Others

SCOPE: Grade Eleven Profile 1968 Questionnaire Selected Items.

California Univ., Berkeley. Center for Research and Development in Higher Education; College Entrance Examination Board, New York, N.Y.

Pub Date 69

Note—157p.

EDRS Price MF-\$0.75 HC-\$7.95

Descriptors—Attitudes, Behavioral Science Research, Behavior Patterns, Counselors, \*Decision Making, Grade 11, \*Grades (Scholastic), \*High School Students, \*Role Perception, \*Student Characteristics, Teachers

The primary research emphasis of School to College: Opportunities for Post Secondary Education (SCOPE) is to analyze and report the interrelationships of yearly data in such ways as to help answer questions about why different students behave and believe as they do, and how these actions and attitudes influence the decision-making process. For this study, eleventh grade students from four states completed a questionnaire. Several new areas of student life were investigated in this report. Among these are guidance contacts with counselors and teachers about work, and information about counselors and teachers. Students also used a series of 20 role behaviors to describe themselves in three different situations: (1) at home, (2) at school, and (3) with friends. For each item response in this grade 11 report, it is possible to observe similarities and differences between the sexes, across aspiration groups, and among the four states. One noted conclusion was that grades as an incentive to learning are more attractive to girls than to boys. Complete data tables are presented according to student response to the questionnaire. (Author/KJ)

ED 035 001

CG 004 264

Perrone, Philip A.

Predicting Job Entry, Job Satisfaction, and Job Performance of Graduates from Wisconsin Secondary School Vocational Programs.

Wisconsin Univ., Madison.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison; Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Pub Date [69]

Note—47p.

EDRS Price MF-\$0.25 HC-\$2.45

Descriptors—\*Achievement, \*Followup Studies, \*High School Students, \*Job Satisfaction, Job Skills, Occupational Choice, Persistence, Vocational Aptitude, \*Vocational Education

This report is concerned with the role of the secondary schools in implementing vocational direction. It contains a two-year follow up which sought self reports of on-the-job satisfaction and evaluations by immediate job supervisors. Thirty pilot programs in high school vocational education were started in 1964-65; 444 graduates of these programs responded to the inquiry. The results showed the following variables distinguishing boys and girls who entered work directly: (1) living in either a rural or metropolitan area; (2) wanting to remain near home; (3) having fathers with an elementary school education; and (4) having poor mathematics and science achievement. Boys who entered work were also rated poor by their teachers in personal appearance, industriousness, and getting along with others. Girls entering work directly were likely to identify with their mothers or a female relative. Job satisfaction and job performance tended to be inversely related, particularly for girls. Complete data tables are included. (Author/KJ)

ED 035 002

CG 004 414

Overs, Robert P. Trotter, Ann Beck

Avocational Activities Inventory. Milwaukee Media, Number Five.

Curative Workshop of Milwaukee, Wis. Research Dept.

Pub Date Jun 68

Note—49p.

Available from—Curative Workshop of Milwaukee, 750 North 18th Street, Milwaukee, Wisconsin 53233 (There is no charge for this report)

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—\*Activities, Activity Units, Data, \*Information Retrieval, Instrumentation, \*Leisure Time, \*Measurement Instruments, \*Rehabilitation Centers, Rehabilitation Programs

This inventory is designed to classify avocational activities in a systematic manner. It is patterned after the "Dictionary of Occupational Terms," and can be used: (1) to evaluate patterns of activities, (2) to explore avocational activities, (3) to facilitate information retrieval, and (4) to serve as basis for classifying data. The first



part of the report is an explanation of the three digit coding structure which is utilized. The second part is the inventory which is divided into the following areas: (1) games, (2) sports, (3) nature activities, (4) collection activities, (5) crafts, (6) art and music activities, (7) educational and cultural activities, (8) volunteer activities, (9) organizations, and (10) social relationships. An index and bibliography are included. (Author/KJ)

**ED 035 003** CG 004 435

Faust, Helen F. And Others

**Room to Grow: Career Guidance in Elementary School.**

Philadelphia School District, Pa. Div. of Pupil Personnel and Counseling.

Pub Date 68

Note—65p.

Available from—Division of Pupil Personnel and Counseling, School District of Philadelphia, Pa. Document Not Available from EDRS.

**Descriptors—**\*Career Planning, \*Counseling Programs, Educational Objectives, \*Elementary School Students, Family Attitudes, Guidance Programs, Occupational Guidance, Program Guides, \*Self Concept, \*Vocational Counseling  
Room to Grow is a career guidance program for children ages nine to twelve years. Conditions given attention to in this program are: (1) family attitudes and values, (2) socioeconomic conditions, (3) educational expectations, and (4) development of self concept. A general introduction to the program is presented. Fifteen projects for the teacher to use in carrying out her part of the program are given. The first five sessions are used by the teacher to define the program, establish its purpose, and encourage the child to express his career hopes. Other sessions or projects are interspersed throughout the series, with the time allotted for any one project covering from two to four meetings with the children. Names of the projects include: (1) Who Am I?; (2) What I Want to Be; (3) Role Playing; (4) Jobs in Special Settings; (5) About Me; and (6) Success in Your Work. Instructions for the use of guest speakers are provided. Each project is divided into: (1) aims, (2) program development, and (3) summing up. Specific activities and worksheets are given. (KJ)

**ED 035 004** CG 004 465

Pappas, James P. And Others

**Intake Procedures in College Counseling Centers.**  
American Personnel and Guidance Association, Washington, D.C.

Pub Date May 69

Note—50p.; Papers presented by James Pappas, J. Daly, R. Stahmann, and Ralph Packard, at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30-April 3, 1969

**EDRS Price MF-\$0.25 HC-\$2.60**

**Descriptors—**\*Counseling, \*Counseling Centers, Data Collection, \*Interviews, \*Self Evaluation, \*Tests

Intake procedures is the common subject of four papers presented in this booklet. James P. Pappas discusses trends, a decision theory model, information and issues in his article "Intake Procedures in Counseling Centers—Trends and Theory." In the second article "The Utilization of Standardized Tests in Intake Procedures or 'Where's the Post Office'?" by Joseph L. Daly, the use of standardized tests as a part of intake procedure is discussed. "The Utilization of Non Test and Self Report Data in Intake Counseling Procedures" by Robert F. Stahmann is concerned with gathering nontest data before and during the interview and implications for practice and research. Ralph Packard in his article "Initial Interviewing Procedures and Staff Roles in An Intake System in A University Counseling Center," discusses the intake procedure developed at the University of Utah, with common questions discussed and conclusions regarding the success of the procedures. (KJ)

**ED 035 005** CG 004 474

Joseph, Michael P. And Others

**Work Opportunity Center for Minneapolis, Minnesota. Twelfth Quarterly Technical Report, 1 Feb. 1969 - 30 Apr. 1969.**

Work Opportunity Center, Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 May 69

Note—34p.

**EDRS Price MF-\$0.25 HC-\$1.80**

**Descriptors—**\*Attitudes, \*Counseling, Emotional Problems, \*Followup Studies, Job Skills, \*Job Training, Motivation, Questionnaires, Social Problems, \*Work Experience Programs

Skill training, related academic subjects, job orientation, counseling, and attitudinal modification are at the core of the Work Opportunity Center (WOC) program. All energies are focused on assisting each person as an individual deserving of every opportunity for success. Specific procedures to carry out this goal include personalized scheduling, motivational devices, and skill training. The methods and materials used are illustrated through the presentation of two case studies. The results of a WOC Student Follow-up Questionnaire are given. Data indicates that most participants felt that the WOC provided valuable experiences. The measurement and modification of attitudes as done in the WOC is discussed. Results of a study utilizing an adjective checklist are given. Seven areas of concern regarding student attitude are discussed: (1) need for clear goals, (2) social problems, (3) emotional problems, (4) specific personal needs, (5) classroom oriented needs, (6) school oriented needs, and (7) pace. The observations and procedures of the WOC in the areas above are listed. The report ends with plans for the following quarter. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

**ED 035 006** 24 CG 004 492

McDill, Edward L. And Others

**The Center for the Study of Social Organization of Schools and the Learning Process. Third Annual Report.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1610

Pub Date 31 Jul 69

Grant—OEG-2-7-061610-0207

Note—222p.

**EDRS Price MF-\$1.00 HC-\$11.20**

**Descriptors—**\*Administrative Principles, Ancillary Services, Disadvantaged Youth, Educational Change, Language, Political Issues, \*Program Content, \*Program Descriptions, \*Research and Development Centers, \*Research Projects, Simulation, Socialization, Staff Role

A basic overview of Research and Development (R and D) Centers programs, and the various larger institutions of which they are a part, is given. The administrative and program structure of the Johns Hopkins R and D Center follows, with an organizational chart, staff list, and a program and project register included. A descriptive overview of the Johns Hopkins R and D Center is given. Program activities and accomplishments are discussed in separate sections. Included are: (1) simulation games, (2) education and social change, (3) socialization, social class and cognitive style, (4) a program for the study of standard language acquisition in educationally disadvantaged children, and (5) the politics of public education. A general overview as well as specifics from each program are given. The independent projects program is discussed next, followed by administrative and support services programs. Appendices including a bibliography of center publications and references are given. (Author/KJ)

**ED 035 007** CG 004 502

Usitalo, Richard J. And Others

**The Elementary Counselor: Theory and Practice. A Final Report of A Three-Year Project.**

Olympia School District, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Jul 69

Note—103p.

Available from—Olympia School District, 319 East 4th Avenue, Olympia, Washington (\$4.00 per Copy)

**EDRS Price MF-\$0.50 HC-\$5.25**

**Descriptors—**\*Counseling Programs, \*Counselor Functions, Counselor Role, \*Developmental Guidance, Educational Guidance, \*Elementary School Counseling, \*Elementary School Guidance, Elementary School Students  
Elementary counseling and guidance was introduced in Olympia, Washington, during the 1966-67 school year. Two previous reports on the progress of the program were written prior to this final evaluation. Chapter One is an overview of

the program. Chapter Two is an attempt to describe the role and function of the counselor. The developmental model depicted in Chapter Two is based upon several premises underlying guidance in the elementary school: (1) guidance is an integral part of the total education process, (2) guidance is concerned with the developmental needs of all children, (3) guidance is focused on the student as a learner in the educational setting of the school, and (4) guidance activities should be organized along a developmental continuum. In Chapter Three the assessment techniques used are described. Results include the belief of teachers that counselors have something special to offer to the elementary school. Chapter Five gives comments and recommendations by teachers and parents. Among these are recommendations on: (1) the introduction and role of the counselor, and (2) working with parents. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

**ED 035 008** CG 004 556

Lister, James L.

**School Counseling: For Better or For Worse?**

Florida Univ., Gainesville.

Pub Date [69]

Note—15p.

**EDRS Price MF-\$0.25 HC-\$0.85**

**Descriptors—**\*Communications, \*Counseling Effectiveness, Counselor Attitudes, \*Counselor Functions, Counselor Training, \*Individual Development, \*Models

As the profession of school counseling has developed during the recent years, it has become widely accepted that a primary function of the school counselor is the facilitation and enrichment of the personal development of the students with whom he works. Facilitative conditions are discussed relative to the research in this area. Models of counselor client functioning are discussed. These models are based on levels, one being the lowest and five being the highest level of facilitative conditions. The research done uses these levels in evaluating taped interviews. Results include: (1) the level of formal preparation bears little relationship to the helper's level of functioning, and (2) at least half of the counseling relationships in which the typical school counselor participates are apt to have harmful consequences to the student who comes for help. Implications of these findings indicate that: (1) a clear division of labor among counselors depending on the facilitative conditions they can offer is needed, and (2) there is need for continued development of counseling skill and sensitivity as well as personal development beyond formal training programs. (Author/KJ)

**ED 035 009** CG 004 559

Lunneborg, Patricia W.

**EPPS Patterns and Academic Achievement in Counseling Clients.**

Washington Univ., Seattle. Bureau of Testing.

Pub Date Apr 69

Note—11p.

**EDRS Price MF-\$0.25 HC-\$0.65**

**Descriptors—**\*Academic Achievement, \*Aptitude, \*Aptitude Tests, Measurement Techniques, \*Personality, Predictive Ability (Testing), \*Predictive Measurement

Identifiers—Edwards Personal Preference Scale  
In two college counseling client samples, 29 two-need Edwards Personal Preference Scale (EPPS) patterns were found to occur frequently, 13 involving high achievement. The prediction of college grades in these two samples was studied utilizing these EPPS patterns, a set of traditional aptitude/achievement measures, and patterns combined with traditional measures. Personality patterns did not improve prediction from aptitude and achievement variables in the weight determination sample and in cross-validation actually cancelled out predictability from traditional measures. Prediction of college grades from high school grades and aptitude tests was, on the other hand, both accurate and consistent. (Author)

**ED 035 010** CG 004 562

Watley, Donovan J.

**Career or Marriage?: A Longitudinal Study of**

**Able Young Women. Volume 5. Number 7.**

National Merit Scholarship Corp., Evanston, Ill.

Spons Agency—Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

Pub Date 69

Note—21p.

Available from—Research Division, National Merit Scholarship Corporation, 990 Grove Street, Evanston, Illinois 60201 (Single Copies are Free)

#### EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—\*Academic Achievement, Career Opportunities, \*Career Planning, Careers, Family Life, Intellectual Development, Intelligence, Longitudinal Studies, \*Marriage, \*Women's Education, Working Women

Women who won National Merit Scholarships during the years 1956 through 1960 were followed up in 1965 to determine their marriage and/or career plans. Each of the 883 women was classified into one of five groups: (1) marriage only, (2) marriage with deferred career, (3) marriage with immediate career, (4) career only, and (5) uncertain. The educational and career field aspirations of these groups differed; and those seeking an immediate career scored higher on scholastic ability tests than those who either planned no career or who planned to delay entering them. The groups also differed in their willingness to express problems encountered in making and implementing their plans and problems experienced because of being a woman. (Author)

#### ED 035 011

CG 004 574

Hurst, James C. Weigel, Richard G.

#### The Description and Evaluation of Counseling Center Needs and Services Through Follow-up Questionnaires.

American Personnel and Guidance Association, Washington, D.C.; Colorado State Univ., Ft. Collins.

Pub Date Apr 69

Note—14p.; Paper presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30–April 3, 1969

#### EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—\*Counseling Centers, \*Data Collection, Data Processing, Evaluation, \*Followup Studies, Information Centers, Information Needs, Information Networks, Information Processing, Information Retrieval, \*Needs, \*Questionnaires

Counseling center efforts to establish and maintain relevant effectiveness in the services they offer, must be based on valid and reliable feedback from critical sources. Record keeping and data collection are the procedures by which this feedback can be acquired if they are designed to answer questions and do not become ends in themselves. A follow-up questionnaire and mailing procedure designed to provide both descriptive and evaluative data can be most useful in producing data useful in a number of important ways in the assessment of agency response to environmental needs. Cross-agency comparisons have great potential and emphasize the importance of the development of a data bank equipped to handle both descriptive and evaluative material. The Counseling Services Assessment Blank was recently developed and adopted, along with a standardized mailing for the evaluation of counseling center feedback through a data bank being developed at Colorado State University. This data bank will make possible agency comparisons of evaluative data for the first time. Feedback assessment of the type described here is essential for improvement in the effectiveness of both individual staff and agency programs. (Author)

#### ED 035 012

CG 004 599

Quirk, Thomas J.

#### The Use of Twelfth Grade TALENT Data to Predict Occupational Activities Five Years After High School Graduation.

American Institutes for Research, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 2 Sep 69

Grant—OEG-0-9-610065-1367 (085)

Note—17p.; Paper presented at the American Psychological Association Convention, Washington, D.C., August 31–September 4, 1969

#### EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—\*Career Choice, Career Planning, Correlation, Followup Studies, Grade 12, \*High School Graduates, Occupational Aspiration, Occupational Choice, Occupational Tests, \*Prediction, Test Reliability, \*Test Results, Vocational Followup

Project TALENT is a national longitudinal study which tests secondary school students with a two-day test battery. This paper reports on a follow-up study made five years after the tests were given to a sample of 440,000 high school students to determine the degree of correspondence between test results and later realization of career plans. Occupations are grouped into seven major groups according to the stringency of their entry requirements or specialized route of preparation. Means, standard deviations, and point-biserial correlations are reported for selected career plan groups in 10 tables included with the report of the study. (SR)

#### ED 035 013

CG 004 605

Pike, Lewis W. And Others

#### Prediction of Job Performance for Negro and White Medical Technicians; Development of the Instrumentation.

Civil Service Commission, Washington, D.C.; Educational Testing Service, Princeton, N.J.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—PR-69-4

Pub Date Apr 69

Note—75p.

#### EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—Ability, Caucasians, Communication (Thought Transfer), \*Job Analysis, Job Skills, Measurement Instruments, \*Medical Laboratory Assistants, \*Negro Employment, Negroes, \*Performance Tests, Prediction, \*Predictive Measurement, Racial Discrimination, Test Construction, Tests

These measurement tests were developed or selected for use in a study of job performance prediction for Negro and white medical technicians. The aptitude tests used were selected from those available rather than developed for this study. These included the Kit of Reference Tests for Cognitive Behavior, the Fine Finger Dexterity Test, and the Extended Range Vocabulary Test. The Picture Number Test and the Necessary Arithmetic Operation Test were selected for associative memory and general reasoning. Criterion measures for performance were developed for this study. A nine point scale was developed, including such points as flexibility, organization, interest, learning ability, job knowledge and communication. A job knowledge test of 584 items was also developed, and later shortened to 75 items, 63 of which were scored. A work sample was designed, taking from two to three hours maximum. A personal history questionnaire was also used, including a task information checklist. (See CG 004 689). (KJ)

#### ED 035 014

CG 004 611

Leonhardt, Teresa Martin

#### Use of Cognitive Dissonance to Produce Changes in the Attitudes and Behavior of Economically Disadvantaged First Grade Children.

North Carolina Univ., Greensboro.

Spons Agency—Durham Education Improvement Program, N.C.

Pub Date Jul 69

Note—32p.

#### EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—\*Attitudes, Attitude Tests, \*Behavior Change, Childhood Interests, Children, Children's Games, \*Cognitive Measurement, Cognitive Processes, \*Elementary School Students, Grade 1, \*Toys

Using Festinger's theory of cognitive dissonance as a model, this study attempted to change the attitude and behavior of children toward well liked toys. The results offer only limited support for the theory. The subjects in the three groups did play a significantly different amount of time in the two play periods. The tests indicated it was the children who received the mild threat who were playing differentially. They played less in the Post play period and most in the Final play period. This study does not support Freedman's (1965) findings of the effects being maintained across time. These results indicate that the effects of not playing initially are at least partially compensated for later. The results of this study though tending to support the theory of cognitive dissonance for short-term behavior change raise doubts about generalizing the positive results of published studies to populations that have not been investigated. It further indicates that more careful empirical study should be given the nature of threats and toys selected, for use in studies of this kind. Finally, this study warrants the conclusion that studies of dimen-

sions as complex as attempted attitude and behavior change in young children require the utmost precision and preliminary research to rule out other factors which may effect results in an unascertained manner. (Author/KJ)

#### ED 035 015

24

CG 004 661

Sprinthall, Norman A. Mosher, Ralph L.

#### Studies of Adolescents in the Secondary School. Report Number 6.

Harvard Univ., Cambridge, Mass. Center for Research and Development in Educational Differences.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0215

Pub Date 69

Contract—OEC-5-10-239

Note—300p.

Available from—Publications Office, Longfellow Hall, Appian Way, Cambridge, Massachusetts 02138 (Single Copies Are Free)

#### EDRS Price MF-\$1.25 HC-\$15.10

Descriptors—Adolescents, \*Attitudes, \*Communication (Thought Transfer), Decision Making, Learning, Motivation, Perception, Private Schools, \*Secondary Schools, \*Socioeconomic Background, \*Student Characteristics, Students, Suburban Schools, Urban Schools

This exploratory study of adolescents in three secondary schools focuses on an investigation of perceptions, attitudes, and motives toward school and toward learning decision-making styles and communication patterns. The schools deliberately represent different socio-economic backgrounds. A random sample of approximately 60 11th graders was selected from each school. Instruments included an interview schedule, a thematic apperception test depicting school scenes, an opinion survey, a questionnaire, a Q-sort and a decision-making interview schedule. Results indicated that the major differences in attitudes, perceptions, motives and decision-making styles were almost exclusively due to school differences, and not to sex. Urban school pupils viewed learning as passive obedience to teacher directives. Suburban pupils exhibited both the strongest hostility toward learning the strongest extrinsic motivation for studying, a trend most prevalent among the boys. In decision-making the suburban pupils tended to rely on directions from others but to a lesser extent than in the urban school. In the small private school, the pupils manifested intrinsic interest in learning, substantial self-direction decisions and a strong sense of personal independence. (Author)

#### ED 035 016

CG 004 665

Mendoza, Buena Flor H.

#### Predicting Counselor Effectiveness: A Multiple Regression Approach.

Western Michigan Univ., Kalamazoo.

Pub Date [69]

Note—27p.

#### EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—\*Counseling Effectiveness, Counseling Instructional Programs, \*Counselor Attitudes, Counselor Characteristics, Counselor Training, Educational Research, Graduate Students, Peer Groups, \*Peer Relationship, \*Practicums, Prediction, Predictive Ability (Testing), \*Predictive Measurement, Testing, Test Results

This study attempted to determine whether counselor effectiveness designated by a high level of performance in a first counseling practicum as ranked by faculty supervisors, can be predicted with a knowledge of the extent to which the individual possesses the personal qualities of open-mindedness, tolerance for ambiguity, general mental health, and personal-social interest. Subjects were 71 students (graduate) enrolled in the Counseling and Personnel Services curriculum at Western Michigan University. The Rokeach Dogmatism Scale (RDS) was used to test for open-mindedness; the Berkeley Public Opinion Questionnaire (Berkeley POQ) for tolerance; Minnesota Multiphasic Personality Inventory (MMPI) for general mental health; and the Strong Vocational Interest Blank (SVIB) for personal-social interest. Peer Group Ranking (PGR) was also used. Conclusions include: (1) strong predictive potential of PGR, (2) the relationship between open-mindedness, tolerance, personal-social interest, general mental health and effective counseling was found to be positive but insignificant. (KJ)



ED 035 017

CG 004 677

*Dinkmeyer, Don And Others*  
**Personalization-Individualization for Learning. A Conference Report.**

Wyoming State Dept. of Education, Cheyenne.  
 Div. of Federal Programming.  
 Spons Agency—Wyoming State Dept. of Education, Cheyenne. Div. of Exceptional Children;  
 Wyoming State Dept. of Education, Cheyenne.  
 Div. of Pupil Personnel Services.

Pub Date May 69

Note—46p.; Conference entitled, "Personalization-Individualization For Learning,"  
 Cheyenne, Wyoming, October 10-11, 1968

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Administrator Responsibility, Developmental Guidance, Dyslexia, Educational Diagnosis, \*Elementary School Guidance, \*Individual Needs, \*Learning Disabilities, Neurological Defects, \*Remedial Instruction, \*Self Concept, Teachers, Teaching Methods, Testing

The theme of the conference, "Personalization-Individualization for Learning," focused attention upon children as persons who are individuals functioning in the school setting. Don Dinkmeyer in his talk "Elementary School Guidance and the Classroom Teacher," discusses the role of the teacher in promoting growth in the self concepts of his students. Dr. Dinkmeyer discusses in his second talk "The School Administrator and Developing Guidance," the basis for elementary guidance, its purposes, services offered, and the administrator's role in guiding learning. Guidance leadership responsibilities are also presented. Dr. Alex Bannatyne discusses various learning disabilities, basically explaining dyslexia, and neurological dysfunction in his talk, "The Classification of Learning Disabilities." He further discusses diagnosis, testing procedures, and techniques for teaching children with learning disabilities in his talk, "Diagnosis, Prevention and Remediation of Learning Disabilities." (KJ)

ED 035 018

CG 004 689

*Flaugh, Ronald L. And Others*  
**Friction of Job Performance for Negro and White Medical Technicians; Ethnic Group Membership As A Moderator of Supervisor's Ratings.**

Civil Service Commission, Washington, D.C.;  
 Educational Testing Service, Princeton, N.J.  
 Spons Agency—Ford Foundation, New York, N.Y.

Report No—PR-69-5

Pub Date Apr 69

Note—16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Caucasians, Evaluation Methods, \*Evaluative Thinking, Job Analysis, \*Jobs, Job Skills, Medical Laboratory Assistants, Negro Employment, \*Negroes, \*Performance Criteria, Prediction, Predictive Measurement, Racial Discrimination, Rating Scales, \*Supervisors, Tests

A total of 168 Negro and 296 white Medical Technicians participated in this study. A nine-scale performance rating form was developed and administered. Every technician was rated by at least two supervisors. A test of job knowledge was also given to all subjects. Among the correlations found were: (1) Negro workers received distinctly higher ratings on all nine scales from supervisors of their own ethnic group than from white supervisors, (2) Negro raters tended to give higher ratings in general than white raters when rating the same individuals, but the effect was more marked for Negro subordinates than for whites; (3) different relationships exist between scores on the Job Knowledge Test and the criterion of Job Knowledge ratings, depending upon the interaction of the race of the rater and that of the person being rated. Basically, the measures showed that the race of both the person being rated and the person doing the rating has a noteworthy influence on the evaluation received. (KJ)

ED 035 019

CG 004 695

*Hawes, Gene R.*  
**Getting into College in the United States. A Guide for Americans Overseas.**

College Entrance Examination Board, New York, N.Y.

Pub Date 68

Note—90p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 (\$0.50 per Copy)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—\*College Admission, \*College Choice, \*Colleges, \*Financial Support, Guidance Services

This booklet deals with the specialized problem of providing admissions guidance for American students abroad seeking entrance into American colleges and universities. Necessary procedures are explained and the advantages and drawbacks to applying from overseas are given. Also included is a description of the kinds of American colleges, their characteristics, academic demands, accreditation and other information designed to aid the student in choosing a college suitable for his objectives. Information on forms and sources of financial aid, application procedures, and requirements for admission are explained in some detail. The booklet concludes with a bibliography listing other basic information sources and service organizations likely to be of assistance to American students overseas. (SR)

ED 035 020

CG 004 697

*Salter, Sterling*

**An Investigation of the Academic Achievement Scale of the Strong Vocational Interest Blank.**

Utah Univ., Salt Lake City.

Pub Date Jul 69

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Academic Ability, \*Academic Achievement, College Students, Counseling Centers, \*Grades (Scholastic), Interest Tests, \*Measurement Instruments, \*Predictive Ability (Testing), Testing, \*Test Reliability, Tests  
 Identifiers—Strong Vocational Interest Blank (SVIB)

The purpose of this study was to investigate the value of the academic achievement scale (AACH) which is an index of the Strong Vocational Interest Blank (SVIB). Subjects were 149 male and female students who requested help in decision making. All subjects had taken the American College Testing program examination (ACT) and the SVIB. Grade point averages (GPA) from both high school and college were also available. The AACH scale appears, from results obtained, to be a very modest predictor of academic achievement (as measured by cumulative GPA when applied to the Counseling Center population studied). It is suggested that the scale is a relatively ineffective tool for use with the University of Utah Counseling Center population when its function is defined as discriminating between potential high and low achievers. (KJ)

ED 035 021

24

CG 004 699

*Dager, Edward Z.*

**A Study of the Social Interactions Which Lead to Decisions to Drop Out of High School. Final Report.**

Purdue Univ., Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research; Purdue Research Foundation, Lafayette, Ind.

Bureau No—BR-7-E-082

Pub Date Jun 68

Contract—OEC-1-7-070082-4205

Note—187p.

EDRS Price MF-\$0.75 HC-\$9.45

Descriptors—\*Decision Making, \*Dropout Characteristics, \*Dropout Research, Family (Sociological Unit), Family Influence, Group Dynamics, Group Membership, \*High School Students, Identification (Psychological), Individual Characteristics, Peer Groups, Personality, \*School Holding Power, Secondary Schools, Secondary School Students

The general objective of this study was to determine the nature and extent of reference group pressures on an individual's decision to drop out of school. A major hypothesis was that the impact of reference groups on this decision will be a function of the extent to which an individual identifies with that group. Consequently a major effort was made to determine the nature and extent of identification with the reference groups of family, peers, and school. Data were collected from 2,030 ninth, tenth, and eleventh graders in two Chicago high schools by use of an administered questionnaire. Results indicated that family influence could partially explain not dropping out, particularly if high family integra-

tion, strong identification with parents, or pro-education values held by parents are considered. Peer influence was also found to be important. If a student's friends place a relatively low value on education, he will be more likely to drop out. Teacher's values toward education was not found to be a meaningful variable. However, whether or not students identified with the teacher indicated some influence on students' behavior. (Author/KJ)

ED 035 022

CG 004 718

*Patterson, C. H.*

**The Social Responsibility of Psychology.**

American Psychological Association, Washington, D.C.

Pub Date 1 Sep 69

Note—5p.; Paper presented at the 77th Annual Convention, American Psychological Association, Washington, D.C., August 31-September 4, 1969

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Human Relations, \*Psychologists, \*Psychology, \*Social Change, Social Influences, \*Social Responsibility, \*Sociopsychological Services

The bases for the current concern with social engineering in psychology is attributed to: (1) the recognition that man must be viewed in a social framework, and (2) the recognition of the importance of environmental influences in determining behavior. However, the distinction is made between the social obligations of a psychologist as a citizen and his obligations as a professional. The main concern of the psychologist lies in the study of small groups and individuals. Social reform on the large-group and institutional level is in the domain of other behavioral scientists: anthropologists, sociologists, and political scientists. The need and value of retaining psychotherapy and individual treatment as sources of self-initiated change is emphasized. Three suggestions are made for the professional contribution of psychology in the field of social reform. First, psychologists should involve themselves in changing social institutions in which they are involved. Second, psychologists should serve as consultants to governmental agencies which implement change. Third, and most important, psychologists should concern themselves with the development of methods for fostering good human relations by changing the social stimuli to which individuals are subjected. (SR)

ED 035 023

CG 004 721

*Krumboltz, John D.*

**Stating the Goals of Counseling. Monograph No. One.**

California Counseling and Guidance Association, Los Angeles; Stanford Univ., Calif.

Report No—Monograph-1

Pub Date 66

Note—28p.

Available from—California Personnel and Guidance Association, 654 East Commonwealth Avenue, Fullerton, California 92631 (\$1.00 per Copy for Members; \$1.50 per Copy for Non-members)

Document Not Available from EDRS.

Descriptors—Behavioral Counseling, \*Behavioral Objectives, \*Behavior Change, \*Counseling, Counseling Effectiveness, \*Counseling Goals, Self Concept

Observable behavior change is a more useful goal in counseling than self-acceptance or self-understanding. Goals should be stated as specific behavior changes desired by each client, compatible with the counselor's values, and externally observable. Behavioral goals would result in: (a) a clearer anticipation of what counseling could accomplish, (b) a better integration of counseling psychology with psychological theory and research, (c) a more effective search for more effective techniques, and (d) the use of different criteria for assessing the outcomes of counseling with different clients. Self-understanding is an unsatisfactory goal, because: (a) whether the client has attained it depends on the theoretical orientation of the counselor, (b) it is not necessarily accompanied by overt behavior change, (c) behavior change can occur without self-understanding, (d) self-understanding is unverifiable by direct observation, and (e) it is seldom the goal desired by the client. Self-acceptance suffers some of the same disadvantages of self-understanding and in addition tends to depreciate the value of self-improvement, implies inflexibility

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in human behavior and can only be assessed by a client's self-report. (Author/RM)

**ED 035 024** CG 004 737

Snyder, John F. And Others  
Counselor Effectiveness As A Function of Varied  
Practicum Training Techniques.

American Psychological Association, Washington,  
D.C.; Southern Illinois Univ., Carbondale.

Pub Date Sep 69

Note—11p.; Paper presented at the American  
Psychological Association Convention,  
Washington, D.C., August 31–September 4,  
1969

**EDRS Price MF-\$0.25 HC-\$0.65**

Descriptors—\*Counseling Effectiveness, Counsel-  
ing Instructional Programs, \*Counselor Training,  
Films, Group Dynamics, \*Practicums,  
\*Practicum Supervision, \*Student Development,  
Students, Supervision

Identifiers—Affective Sensitivity Scale (ASS),  
Counselor Verbal Response Scale (CVRS)

This study investigated the differential effects  
of various training techniques on the counselor  
effectiveness of beginning practicum students. It  
was hypothesized that there would be significant  
differences between the subjects pre- and post-  
test scores on both the Affective Sensitivity Scale  
(ASS) and on the Counselor Verbal Response  
Scale (CVRS) as a function of the type of training  
employed. Subjects were 12 students who  
were divided into three groups: (1) treatment  
group 1 (E1), (2) treatment group 2 (E2), (3)  
active control group (C-1). Training techniques  
used were: (1) individual supervision, (2) didac-  
tic group supervision, (3) process group super-  
vision, and (4) stimulus films. Results show that:  
(1) group E1, which was the only group exposed  
to the films, showed a significant pre-post change;  
(2) group E2 showed the next greatest change,  
perhaps due to group process supervision which  
was present in groups E1 and E2, but not in  
group C-1. (Author/KJ)

**ED 035 025** CG 004 738

Nowlis, Helen H.

Student Drug Use.

American Psychological Association, Washington,  
D.C.; Rochester Univ., N.Y.

Pub Date 2 Sep 69

Note—11p.; Paper presented at the American  
Psychological Association Convention,  
Washington, D.C., August 31–September 4,  
1969

**EDRS Price MF-\$0.25 HC-\$0.65**

Descriptors—Behavior Change, \*Drug Abuse,  
Drug Addiction, Drug Legislation, \*Marihuana,  
Research, Student Problems, \*Students,  
\*Values, Youth, \*Youth Problems

This paper discusses the nature and extent of  
student drug use, its meaning and significance,  
society's response to it, and some of the problems  
resulting from efforts to control it. Drugs are any  
substance which by its chemical nature affects  
the structure or function of the living organism.  
Abuse refers to any use of a non-medically ap-  
proved drug or of a medically approved drug for  
non-medically approved purposes. The greatest  
increase in drug usage is in the use of mood  
changing drugs, particularly marihuana. Many of  
the reasons young people use drugs are the same  
as the reasons for adults using drugs: for fun, to  
facilitate interaction (social), to feel better, and  
to relieve boredom. The effects of drugs are  
varied depending on sex, age, state of health, and  
individual differences. Whether the outcomes or  
reactions are good or bad is a value judgment.  
Much research is needed for more information on  
drugs and their use. Limiting the supply of a par-  
ticular drug does not decrease drug use, but  
rather causes the user to look for another drug.  
Drug education is badly needed. Furthermore,  
instead of treating the problem, we are attempting  
to regulate the symptoms. Perhaps more care in  
dealing with basic problems or at least identifying  
these problems will help solve today's drug  
problems. (KJ)

**ED 035 026** CG 004 742

Shaycoff, Marion F.

A New Multivariate Index for Use in Educational  
Planning.

American Institutes for Research, Palo Alto,  
Calif.; American Psychological Association,  
Washington, D.C.

Pub Date 2 Sep 69

Note—19p.; Paper presented at the American  
Psychological Association Convention,  
Washington, D.C., August 31–September 4,  
1969

**EDRS Price MF-\$0.25 HC-\$1.05**

Descriptors—\*Educational Planning, Group  
Membership, \*Indexes (Locators), Information  
Systems, \*Measurement Techniques, Occupa-  
tional Clusters, Predictive Measurement,  
\*Statistical Analysis, Testing, Vocational  
Development

This paper presents a new multivariate index  
for use in educational planning. This new index,  
is called a propinquity index. An individual's  
propinquity index with respect to a given occupa-  
tional group is his geometric distance in n-dimen-  
sional space from the group centroid, where each  
dimension is the standard score on one of the  
original variables weighted by a value represent-  
ing, at least approximately, the relevance of the  
corresponding variable in identifying group mem-  
bers. The propinquity index may be used in two  
ways in helping the individual develop his educa-  
tional and vocational plans. Converted to a  
propinquity, it can constitute one of many  
separate items of information used in arriving at  
important decisions. In many circumstances the  
propinquity index may function better as one of  
the predictors in a multiple regression equation to  
predict a dichotomous group membership  
criterion. (Author/KJ)

**ED 035 027** CG 004 744

Jackson, John H. Bernauer, Margaret

The School Psychologist As A Therapist. A  
Psychological Services Monograph on Psycho-  
Educational Therapy.

Milwaukee Public Schools, Wis.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Pub Date 68

Note—201p.

**EDRS Price MF-\$1.00 HC-\$10.15**

Descriptors—Administration, Behavior, \*Disad-  
vantaged Youth, Education, \*Programs,  
\*Psychological Services, Psychotherapy,  
\*School Psychologists, Student Problems,  
\*Therapy

The hypothesis explored in this report is  
whether a staff of school psychologists can suc-  
cessfully provide therapy in the schools to stu-  
dents and adults, even when their previous train-  
ing has neglected therapy. The therapy program  
is conducted under the auspices of Milwaukee  
Public Schools under Title I. Both administrators  
and psychologists set up the program. Only stu-  
dents with serious problems, a total of no more  
than 25 per building were seen for therapy. A  
total of six different therapy programs were of-  
fered to the disadvantaged, their parents and  
their teachers. These programs are described in  
detail. The criteria evolved for indicating the type  
of therapy for each child is discussed thoroughly.  
Techniques used are also presented. The respon-  
sibility of the therapist is given, as well as his role  
within the school. The Volunteer Aide program,  
the Behavior Modification program, and cognitive  
structure work are also discussed in relation to  
the therapy program. (KJ)

**ED 035 028** CG 004 745

Jackson, Jacquelyne Johnson

Changing Kinship Roles and Patterns Among  
Older Persons in a Black Community.

American Psychological Association, Washington,  
D.C.

Spons Agency—Duke Univ., Durham, N.C. Medi-  
cal Center; Public Health Service (DHEW),  
Washington, D.C.

Pub Date 1 Sep 69

Note—23p.; Paper presented at the American  
Psychological Association Convention,  
Washington, D.C., August 31–September 4,  
1969

**EDRS Price MF-\$0.25 HC-\$1.25**

Descriptors—Age Differences, \*Black Commu-  
nity, Family (Sociological Unit), \*Family En-  
vironment, \*Family Relationship, Negro At-  
titudes, \*Negroes, Negro Role, \*Older Adults,  
Role Perception, Social Relations

A description and comparison of kinship rela-  
tions among older and younger blacks and the  
changing conceptualizations of growing old and  
the changing status of older persons are  
presented. The sample consisted of 198 younger  
(under 50) and older (over 50) blacks in a low  
income area within a Southern city. The three

major areas studied under kinship relations in-  
cluded interactional activities, mutual assistance  
patterns and subjective patterns of kinship rela-  
tions. Regarding the changing conceptions of  
growing old, the younger persons were rejective  
of old age while older persons tended to  
emphasize some advantage, in addition to nega-  
tive factors. With the probable increase in the  
number of unhealthy older blacks and negative  
attitudes toward the aged the status of the aged  
black will probably tend to more nearly approxi-  
mate that of the elderly white. The maintenance  
of effective kinship relations however provides  
some base for companionship and assistance in  
old age and unless too many social workers inter-  
fere black communities will continue to maintain  
the greatest amount of support and comfort for  
the elderly and their aged will continue to try and  
be useful. (RM)

**ED 035 029** CG 004 748

Reppucci, N. Dickon

Social Class, Sex Differences and Performance on  
Cognitive Tasks Among Two-Year-Old Chil-  
dren.

Yale Univ., New Haven, Conn.

Spons Agency—National Inst. of Mental Health  
(DHEW), Bethesda, Md.

Pub Date [69]

Note—8p.

**EDRS Price MF-\$0.25 HC-\$0.50**

Descriptors—\*Child Rearing, Children, \*Cogni-  
tive Development, Cognitive Tests, Females,  
Mothers, Parental Background, Parent Child  
Relationship, \*Parent Education, \*Sex Dif-  
ferences, Social Class, \*Social Influences

The goal of the present study was to investigate  
the relation between sex, social class as indexed  
by parental education level, and performance on  
three different types of cognitive tasks among two  
year old children. It was expected that social  
class would be related positively to superior per-  
formance on all the tasks for girls but unrelated  
for boys. The subjects for this study were 48  
white children aged 27 months. A trained woman  
administered the first two tasks to each child.  
These were an Embedded Figures Task (EFT)  
and a two choice discrimination task. The third  
task, vocabulary recognition and vocabulary  
training, was administered during a home visit  
made within a week after the administration of  
the other tasks. The findings clearly support the  
hypothesis that parental education is related to  
performance on cognitive tasks among two year  
old girls but not among two year old boys. The  
possible reasons for this are: (1) girls may be  
biologically more homogeneous than boys due to  
girls' general developmental maturity relative to  
boys, and (2) social class has a stronger influence  
on the way mothers treat their daughters than on  
the way they treat their sons. (KJ)

**ED 035 030** CG 004 755

Gordon, Jesse E. And Others

Role Modeling and Role Playing in Employability  
Development Agencies. A Manual for Vocational  
Development and Employment Agencies.

Manpower Science Services, Inc., Ann Arbor,  
Mich.

Spons Agency—Manpower Administration  
(DOL), Washington, D.C.

Pub Date [69]

Note—118p.

**EDRS Price MF-\$0.50 HC-\$6.00**

Descriptors—\*Behavior Change, \*Disadvantaged  
Groups, Instructional Materials, Manuals,  
\*Models, Rewards, \*Role Playing, Role  
Theory, Teaching Methods, \*Unemployed, Vocational  
Counseling

This manual is the result of an effort designed  
to solve the problems of the unemployed poor. A  
total of six agencies participated in this project  
and designed this manual which focuses on role  
modeling and role playing. The manual is  
directed toward the unsophisticated client who  
has had too little experience to be able to un-  
derstand the fairly common signals which people  
use to guide their behavior in new situations. The  
manual has six sections dealing with the following  
areas: (1) an introduction which includes select-  
ing behaviors to be modeled, (2) drawing atten-  
tion to the model's performance, (3) role playing,  
(4) rewards, (5) characteristics of good models,  
and (6) conclusions. Each section provides prin-  
ciples involved on the left side of the page, and  
examples for each principle on the right. At the  
bottom of the page, relevant literature is  
identified. (KJ)



## ED 035 031 CG 004 761

Leonard, George E. And Others  
The Developmental Career Guidance Project: An Interim Report.

Detroit Public Schools, Mich.; Wayne State Univ., Detroit, Mich.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program; Office of Education (DHEW), Washington, D.C.

Pub Date Dec 68

Note—207p.

EDRS Price MF-\$1.00 HC-\$10.45

Descriptors—Aspiration, \*Career Planning, \*Culturally Disadvantaged, \*Disadvantaged Youth, Educational Programs, High School Students, \*Occupational Aspiration, Parent Participation, Program Development, \*Urban Education, Vocational Counseling, Workshops

The Developmental Career Guidance Project objectives are: (1) to aid a selected group of inner-city high school students to raise and broaden their educational and occupational aspirations, (2) to develop a pilot program designated to better meet the needs of inner-city youth, (3) to involve the staffs of the participating schools in the program, and (4) to systematically evaluate the program. The first phase of the project involved a two-week workshop for school personnel. The main goal was to encourage these participants to look critically at their school program with an eye toward utilization of occupational and career as a focus for helping inner-city youth to raise their level of aspiration. The setting in Detroit, the personnel involved, the rationale and broad objectives for activities are discussed at length. Data tables are found throughout the booklet. Activities are described, including counseling and guidance, curriculum, community contacts, parent involvement, broadening perceptions, and dissemination of information. Three external evaluations of the program are given together with future plans. (KJ)

## ED 035 032 CG 004 764

Baker, Norma J.

Evidence for Increasing Levels of Cynicism and Anxiety in College Freshman Classes.

George Peabody Coll. for Teachers, Nashville, Tenn.

Pub Date May 69

Note—30p.; Paper presented at the American Psychological Association Convention, Washington, D.C., August 31–September 4, 1969

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—\*Anxiety, \*Attitudes, \*College Freshmen, Competitive Selection, Critical Thinking, Cultural Differences, \*Student Alienation, Student Attitudes, Student Characteristics

To determine whether there has been a deterioration of idealism and a growth of anxiety and cynicism in college students, seven of the ten freshman classes entering the same college between 1959 and 1968 were administered either the Philosophies of Human Nature Scale (PHN), the Taylor Manifest Anxiety Scale (TMA), or both during the first week on campus. Separate analysis of males and females in five classes between 1962-1968 indicated significant increases in more recent classes in regard to cynicism and distrust of human nature. Another major finding was an increase in overt anxiety. Explanations for these changes include: (1) greater exposure to impoverished environments, (2) increasing competition for grades to get into college, (3) schools possible emphasis on critical thinking, (4) television, and (5) accelerated rate of innovation. (KJ/Author)

## ED 035 033 CG 004 768

Glick, Oren

The Interdependence of Sixth Graders' School Attitudes and Academic Performance.

Olympic Center for Mental Health and Mental Retardation, Bremerton, Wash.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 69

Note—17p.; Paper presented at the Western Psychological Association Convention, Vancouver, British Columbia, June 18–21, 1969

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—\*Academic Achievement, \*Attitudes, Educational Experience, Educational Problems, \*Elementary School Students,

Females, Grade 6, Males, Peer Groups, School Activities, \*School Attitudes, Student Attitudes, Teacher Influence, \*Teachers

In this study, data were obtained from sixth grade students on attitudes toward each of four aspects of the school experience and on academic achievement. Data were available from 159 males and 199 females from 17 sixth grade classrooms in 17 schools within the Kansas City school district. Attitudes toward school were measured with the Pupil Opinion Questionnaire (POQ). Items were formulated on an a priori basis to tap three distinguishable components of school experience: (1) teachers, (2) school work, and (3) peers. A fourth component was labeled school in general. Academic achievement data consisted of grade equivalent scores averaged over the six components of the Stanford Achievement Test. Results include: (1) in the reciprocal effects between attitudes and achievement, achievement is much more frequently the causal factor but, except in the case of attitudes toward teachers, those effects are in an incongruent direction, and (2) among the four attitude objects, the preponderance of incongruent over congruent achievement was greatest in the case of attitude towards school work. One implication noted is that incongruent achievement influence on school orientation should be very infrequent in a "good" educational program. (Author/KJ)

## ED 035 034 CG 004 769

Braungart, Richard G.

Family Status, Socialization and Student Politics: A Multivariate Analysis.

American Sociological Association, Washington, D.C.; Maryland Univ., College Park.

Pub Date 2 Sep 69

Note—86p.; Paper presented at the American Sociological Association Convention, San Francisco, California, September 2, 1969

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—Attitudes, Beliefs, \*College Students, \*Family Influence, Family Role, Family Status, Political Attitudes, \*Socialization, Student Opinion

The problem examined concerns the extent to which the family orientation, in terms of its status characteristics and socialization patterns, has influenced the unique styles of campus-based politics that have emerged in the United States during the 1960's. The objective is accomplished through a general statement of the role of the family, accompanied by a discussion of the associations between family status and socialization, socialization and student politics, and between family status and student politics. This is followed by the presentation of the multivariate theoretical model under investigation, a description of the student sample, the theoretical model operationalized in terms of its endogenous components, the method of investigation, research findings and a discussion of results. Results indicate that of the 600 college students in the sample, representing most forms of political beliefs: (1) about 30% of the total variance in direction of student politics could be explained by the variables in the model; (2) family politics proved the strongest predictor of the direction of student politics, with offspring closely following the political views of their parents; (3) both social class and family politics directly affected student politics but had no effect on socialization; and (4) religion alone was able to explain variance in the direction of student politics directly and sequentially through family political argument. (Author/KJ)

## ED 035 035 CG 004 784

Rosenhan, David

Determinants of Altruism: Observations for A Theory of Altruistic Development.

American Psychological Association, Washington, D.C.; Swarthmore Coll. Pa.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Sep 69

Note—19p.; Paper presented at the American Psychological Association Convention, Washington, D.C., August 31–September 4, 1969

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—\*Behavior, Empathy, \*Human Relations, Interpersonal Relationship, Motivation, \*Social Development, \*Theories

Some observations on the nature of altruistic behavior and the consequences of these observations for a theoretical and experimental psycholo-

gy of altruism are discussed. Altruistic behaviors are very pervasive since they satisfy a wide array of egotistical motivations in addition to having an autonomy of their own. Because of their ability to meet numerous human needs altruistic behaviors are difficult to interpret but it is suggested that normative altruism, which arises from maximizations of personal gain, and autonomous altruism, which is done for its own sake, may not be as separate as they appear and may develop from the same constellation of capacities. A theory of altruistic development is outlined which states that the first stage, normative altruism, is dominated by the dynamics of reward and punishment and this is characteristic of young children. Once children surrender egocentricity they become capable of an intermediate level called affective altruism and this involves experiencing the needs of others as your own, an alteration from egocentrism to allocentrism and the presence of empathy and sympathy. The final level of altruistic commitment requires the elements which characterize earlier stages plus prosocial affective learning. (RM)

## ED 035 036 CG 004 786

Harren, Vincent A.

A Model for Co-Therapy in Groups.

American Psychological Association, Washington, D.C.

Pub Date Sep 69

Note—10p.; Paper presented at the American Psychological Association Convention, Washington, D.C., August 31–September 4, 1969

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Behavior, Communication (Thought Transfer), \*Group Dynamics, Group Relations, Group Structure, \*Group Therapy, Innovation, Leadership, \*Psychotherapy, \*Role Theory, \*Therapists, Training Techniques

The thesis of this paper is that the group therapy process is enhanced by the use of two or more therapists in the group. The three main roles in a group are: (1) facilitator, (2) focal member, and (3) observer. The use of an additional therapist affords the opportunity for therapists to assume the focal member role without loss of group control, that is without clients assuming the facilitator role defensively. Further advantages include: (1) the focus of authority is distributed over the several therapists, making it easier for each to participate as a real person, (2) group therapy trainees can participate without the full responsibility for the group and freely assume all three roles, (3) therapists who are present can observe the group interaction for research purposes and during post session analysis, check out their "inter-judge reliability," and (4) therapists of different orientations and styles can interact to their mutual enlightenment and individual clients can find, from among the available therapists, the one with whom each can communicate most effectively. (Author/KJ)

## ED 035 037 24 CG 004 799

Simula, Vernon L.

An Evaluation of A Departmentalized Form and of An Individualized Form of Elementary Classroom Organization for Pupils in Grades Five and Six. Final Report.

Duluth Public Schools, Minn.; Minnesota Univ., Duluth.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-8382

Pub Date Mar 69

Grant—OEG-0-8-008382-1880 (010)

Note—238p.

EDRS Price MF-\$1.00 HC-\$12.00

Descriptors—\*Academic Achievement, Attitudes, \*Elementary School Curriculum, Elementary School Students, Grade 5, Grade 6, Individualized Curriculum, Individualized Instruction, \*Individualized Programs, \*Information Needs, Innovation, \*Self Concept, Self Esteem

The purpose of this study was to collect the necessary descriptive information which would enable educators to determine the extent to which the Duluth individualized-contract program was successful in implementing the individualization of instruction concept. Data was collected on students in fifth and sixth grades, both from the experimental program and from a more conventional program. Findings suggest that students from a middle socioeconomic background who were enrolled in the individualized-contract form

of classroom organization attained expected levels of academic achievement. There were numerous indications that students in the individualized program were acquiring less positive attitudes about learning, school, fellow classmates, and themselves. The teachers in the program were generally positive in their responses to the program. The survey identified areas where the program was not accomplishing its objectives, as well as insight into teachers' feelings concerning administrators' expectations. (Author/KJ)

**ED 035 038** 24 CG 004 800  
Nicol, Elizabeth H.  
**The Development of Validated Museum Exhibits.**  
Final Report.

Childrens Museum, Boston, Mass.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research.  
Bureau No—BR-5-0245  
Pub Date May 69  
Contract—OEC-1-050245-1015  
Note—108p.

Available from—The Children's Museum, Jamaica  
away, Boston, Massachusetts 02130 (\$5.00  
per Copy)

**EDRS Price MF-\$0.50 HC-\$5.50**

Descriptors—\*Autoinstructional Aids, Children,  
Educational Experience, \*Exhibits, \*Instruc-  
tional Materials, \*Learning, \*Museums, Stu-  
dents, Testing

Exhibit development, as conceived in this re-  
port, is an evolutionary process, drawing the  
museum visitor into the collaborative venture of  
testing and improving the exhibits. The findings  
of contemporary learning research were put to  
work in the arrangement of activities and  
specimens that engaged children through self-in-  
structional sequences. The series of learning sta-  
tions, which dealt with concepts about animals'  
teeth, was accomplished in two phases. After  
each, the effectiveness of the series was measured  
in game-like tests given to several hundred chil-  
dren both before and after viewing the exhibits.  
Results showed that gains from pretest to posttest  
were highly significant. The learning effect ap-  
peared fairly uniform for all age groups and for  
boys and girls. The report concludes with a con-  
sideration of the findings and observations in  
relation to exhibit effectiveness research and pos-  
sibilities for further development. (Author/KJ)

**ED 035 039** 24 CG 004 803  
Whimby, Arthur

**The Importance of Memory Span and Training in  
Reasoning Ability. Final Report.**

California State Coll., Hayward.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research.  
Bureau No—BR-7-1-028  
Pub Date Nov 68  
Grant—OEG-1-7-070028-5239  
Note—24p.

**EDRS Price MF-\$0.25 HC-\$1.30**

Descriptors—Connected Discourse, Cues, Learn-  
ing Activities, \*Learning Processes, \*Memory,  
Problem Sets, \*Problem Solving, Recall  
(Psychological), \*Retention, Task Analysis,  
\*Task Performance

Five studies were conducted to investigate the  
relationship between short term memory (STM)  
and long term memory (LTM), and the relation-  
ship between STM and problem solving. In study  
I, the necessity of postulating separate learning  
processes for tasks which are traditionally clas-  
sified as STM tasks as opposed to LTM tasks was  
investigated. Results indicate, for both Study I  
and Study II, that the same storage system is in-  
volved in learning a span series, requiring only  
one presentation and in learning a supra-span se-  
ries, requiring multiple presentations. In Study III  
an investigation was made of the relationship  
between memory span and the retention of a sub-  
span series of numbers following a period of in-  
tervening activity. Results showed that large  
memory span subjects (Ss) show better recall  
after intervening activity than small span memory  
Ss. In Study IV two experiments were performed  
to determine whether memory capacity measured  
by a digit span (DS) test is the same memory  
capacity involved in solving syllogistic reasoning  
problems mentally. Conclusions bore out the  
above hypothesis, however, training in solving  
problems reduces the load that is placed on STM.  
Two experiments in Study V showed that  
memory capacity measured by a DS test is also  
involved in storing "Meaningful" English words  
when the words are stored verbatim. (Author/KJ)

**ED 035 040**

Thomson, Scott D.

**A Perspective on Activism.**

Evanston Township High School, Ill.

Pub Date Apr 69

Note—13p.

**EDRS Price MF-\$0.25 HC-\$0.75**

Descriptors—\*Activism, Black Power, \*Colleges,  
\*College Students, School Community Rela-  
tionship, School Responsibility, Social  
Problems, \*Social Responsibility, \*Student  
Alienation, Student Participation, Teacher  
Role, Teaching Methods, Volunteers, Youth  
Problems

This report attempts to present an overview of  
the problem of student activism. There are four  
different alienated student groups: (1) the New  
Left activists, (2) the advocates of Black Power,  
(3) the Hippies, and (4) the Third World Libera-  
tion Front. Each group is discussed and the dif-  
ference between previous difficulties and present  
day difficulties is considered. The reasons for  
today's problem of student unrest being so dif-  
ferent and so difficult is twofold: (1) the peculiar  
nature of youth today as affected by historical  
forces, (2) the opening up of schools beyond  
their essentially intellectual function to a direct  
and reciprocal contact with society and conflict.  
One marked difference between yesterday and  
today's alienated youth is the level of hostility  
directed toward existing institutions. Concerning  
the second point on the role of schools, three  
main points are made: (1) educator's need to  
discover the fine line between talking and doing,  
(2) this line must be nurtured into healthy vigor  
and its centrality to the community must be ex-  
plained, and (3) channels for active involvement  
in community affairs must be provided through  
outside organizations. A total of nine specific sug-  
gestions of how schools might take the initiative  
in involving students in constructive ways are  
given. (Author/KJ)

**ED 035 041**

Willis, Carl T. Goldberg, Faye J.

**Correlates of Attitudes Toward Black Militancy  
Among Black College Students. Research Re-  
port No. 13.**

Atlanta Univ., Ga.; Morehouse Coll., Atlanta,  
Ga.; Southeastern Psychological Association,  
Knoxville, Tenn.

Pub Date 28 Feb 69

Note—12p.; Paper presented at the Southeastern  
Psychological Association Convention, New  
Orleans, Louisiana, February 27—March 1,  
1969

**EDRS Price MF-\$0.25 HC-\$0.70**

Descriptors—\*Activism, Attitudes, Beliefs,  
\*Black Power, College Students, Family In-  
fluence, \*Negro Students, Occupational Aspira-  
tion, Racial Attitudes, \*Values

A 23-item militancy scale was administered to  
100 black college students. Background informa-  
tion and Rokeach's Terminal Value Scale were  
also given. Using a multiple regression analysis,  
several variables emerged as good predictors of  
militancy for the sample. The best single predic-  
tor is racial designation, militants preferring to  
call themselves "Black," non-militants preferred  
Negro. The second best predictor is the extent to  
which "Salvation" is valued. On an 18-item scale,  
militants valued salvation 14th while non-milit-  
ants ranked it 3rd. Occupational preference is  
the third best predictor, students preferring  
science or business being less militant. A fourth  
predictor is father's education, with the father of  
militants tending to be better educated. Other  
predictors were rankings on values of national  
security, a comfortable life, social recognition,  
and accomplishment. These were all valued more  
highly by militants. Both groups valued freedom  
and equality above any other values presented in  
the Rokeach Value Scale. (Author/KJ)

**ED 035 042**

Moore, Mary Hinkle, John E.

**A New Program for Married Students.**

Colorado State Univ., Ft. Collins. Univ. Counsel-  
ing Center.

Pub Date [69]

Note—11p.

**EDRS Price MF-\$0.25 HC-\$0.65**

Descriptors—College Students, Growth Patterns,  
Housewives, \*Housing, Marital Instability,  
\*Marital Status, \*Marriage, \*Program Descrip-  
tions, Seminars, Student Attitudes, Student  
Reaction

CG 004 805

The lack of attention to the student marriage  
relationship and its impact is documented and  
guidelines for an outreach program involving  
married students are presented. Objectives of  
such a program include: (1) to study student  
marriages and define more clearly the psychologi-  
cal variables that constitute a growing, healthy  
marriage, and (2) to discover ways that married  
students may increasingly become their own  
growth facilitators, within both the marriage rela-  
tionship and the larger married student culture.  
Several projects are now in progress to imple-  
ment these goals. The first is a ten-week experi-  
mental seminar group, conducted with five nor-  
mal couples residing in married housing. An In-  
terest Opinion survey was also conducted among  
all residents of married student housing. The sur-  
vey was concerned with housing, social organiza-  
tions, and social activities. Thirdly, about 40 cou-  
ples agreed to be interviewed about their ex-  
periences as married students. Fourthly, the  
authors are directing the creation of two experi-  
mental Social Centers in married student housing.  
(Author/KJ)

**ED 035 043**

Moore, Mary, And Others

**Married Student Outreach Programs Completed  
During the 1968-69 Academic Year at Colorado  
State University. Research Report No. 29.**

Colorado State Univ., Ft. Collins. Univ. Counsel-  
ing Center.

Pub Date Aug 69

Note—40p.

**EDRS Price MF-\$0.25 HC-\$2.10**

Descriptors—College Students, Communication  
(Thought Transfer), Marital Instability,  
\*Marital Status, \*Marriage, Relationship,  
Seminars, Social Life, Social Planning, \*Social  
Recreation Programs, \*Student Needs, \*Stu-  
dent Personnel Services

In 1968 the Counseling Center at Colorado  
State University created a ten-week pilot seminar  
for normal married students. Couples explored  
their marriage relationship aiming to discover  
better ways of growing together. Later in 1968,  
some philosophical guidelines were proposed for  
working with married students on campus. With  
these two projects finished, three new projects  
were begun in 1969. The first was an interest-  
opinion survey, designed to find the answers to  
questions concerning types of programs married  
students preferred and the amount of support  
present in the married student housing commu-  
nity. The second project consisted of three student  
marriage seminars consisting of four couples  
each. The basic purpose of these seminars was to  
teach participants some concepts and exercises  
for improving their interpersonal communication.  
The third project was the setting up of an experi-  
mental social center. The social center was not  
totally a success; few people used it. However,  
it was open for a short time and its use was in-  
creasing when it closed. Recommendations for pro-  
grams are given. (KJ)

**ED 035 044**

Gum, Moy F.

**The Elementary School Guidance Counselor: A  
Developmental Model.**

Minnesota State Dept. of Education, St. Paul.  
Pupil Personnel Services Section.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Pub Date 69

Note—52p.

**EDRS Price MF-\$0.25 HC-\$2.70**

Descriptors—Consultants, Counseling Instruc-  
tional Programs, Counselor Functions, \*Coun-  
selor Role, \*Counselor Training, \*Developmen-  
tal Guidance, \*Elementary School Counselors,  
\*Elementary School Guidance, Elementary  
Schools, Group Counseling, Guidance Pro-  
grams, Individual Counseling, Training  
Techniques

The position taken is that elementary schools  
need a guidance program and an elementary  
school guidance counselor who is a regular  
member of a given school staff. However, it is ad-  
vocated that elementary guidance should not be  
merely an extension of the secondary guidance  
program. The viewpoint taken here is that ele-  
mentary guidance should be developmentally  
focused rather than remedial, and that great  
emphasis should be placed on working with  
parents and teachers as well as students. Stress is  
placed on group work and consultation; however,

CG 004 809

CG 004 814

CG 004 818

CG 004 813



individual contact and counseling is still advocated and considered necessary. The need for elementary counselors and the paucity of appropriate training programs is indicated. Finally, a training program to prepare guidance counselors to fulfill certain role functions considered compatible with the developmental viewpoint is described in some detail. (KJ)

ED 035 045

CG 004 842

Griffitt, William

# Stimulus Variables and Interpersonal Attraction: The Stimulus Context.

Kansas State Univ., Manhattan.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [69]

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—\*Attitudes, \*Human Relations, \*Interpersonal Relationship, Stimuli

In interpersonal attraction, studies and judgment research evaluation of a stimulus is often a function of the context within which the stimulus appears. The first experiment was designed to examine "contrast effects" (shifts in the rated value of a stimulus away from the contextual values) when all attitudinal information was received from two strangers before attraction responses were assessed and each stranger expressed agreement or disagreement on different topics. Subjects were 40 students pretested on a 44-item attitude scale. Each subject listened to tape recorded responses of two strangers who responded alternately to 22 items on the attitude questionnaire and then the subjects responded to each on the Interpersonal Judgment Scale. With 10 subjects in each group, four combinations of agreement (A) and disagreement (D) were created. (AA,DD=no contrast; AD,DA=contrast). Agreers were more attractive when paired with agreers than when paired with disagreeers and disagreeers were less attractive with agreers than when paired with disagreeers. Thus when stimulus and context were inconsistently paired, a contrast effect was evident. The second study partially replicated the above but used sequential mimeographed attitude responses. A contrast effect was again found. Findings are discussed in terms of the Stapert-Clore drive arousal and reduction hypothesis. (RM)

ED 035 046

CG 004 844

Sharp, W. Harry Marra, Herbert A.

# Factors Related to Classification of Client Problem and Number of Counseling Sessions for Clients at the University of Wyoming, Division of Counseling and Testing 1967-1968.

Wyoming Univ., Laramie.

Pub Date May 69

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—\*College Students, Counselor Client Ratio, \*Counselor Evaluation, Educational Diagnosis, Educational Research, Individual Characteristics, \*Personality Problems, \*Student Characteristics, Student Personnel Services, Student Research, Students

The purpose of this study was: (1) to determine whether clients seen at the Division of Counseling and Testing were representative of the total student population, and (2) to study the relationship between client descriptive variables, classification of client problem areas, and number of counseling sessions within the group seen at the Division of Counseling and Testing only. The sources of data were: (1) record form filled out by each client when he comes to see a counselor, (2) American College Testing Programs (ACT) test results, required of all freshmen, and (3) diagnostic classifications made by each counselor concerning the client's main problem. Results showed that the client sample differed from the student population significantly only in terms of age. The second aspect of the study showed that for the variables including college, ACT composite score, campus resident, and sex; no difference was detected between either classification or number of interviews. Age, class, marital status, and sex produced significant relationships between either classification or number of interviews. (KJ)

ED 035 047

CG 004 846

Richardson, Frank C. Weigel, Richard G.

# Personal Construct Theory Applied to the Marriage Relationship.

Colorado State Univ., Ft. Collins.

Pub Date 69

Note—19p.; Paper presented at the Rocky Mountain Psychological Association Convention, Albuquerque, New Mexico, May 14-17, 1969

Available from—University Counseling Center, Colorado State University, Fort Collins, Colorado

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Behavior Theories, \*Hypothesis Testing, \*Individual Characteristics, Interpersonal Relationship, \*Marriage, \*Models, Personality, Personality Theories, Role Theory, \*Social Relations

This paper presents an integrative theoretical framework for the conceptualization of the marriage relationship in terms of Kelly's psychology of personal constructs. Personal construct theory offers a productive model which can account for research findings related to most of the variables found to be relevant to marital success. Personal construct theory is shown to have merit in providing an integrative model for the assimilation of the various research findings into a meaningful overall context. The theoretical model is further discussed in terms of its implications for the generation of testable hypotheses regarding the marriage relationship. (Author/EK)

ED 035 048

CG 004 847

Leland, Arthur L. And Others

# Training Program for Support Personnel in Resource Centers and Guidance Offices. Interim Report.

Amherst-Pelham Regional School District, Amherst, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston.; Office of Education (DHEW), Washington, D.C.

Pub Date Oct 69

Note—152p.

EDRS Price MF-\$0.75 HC-\$7.70

Descriptors—Educational Programs, \*Guidance Services, Inservice Programs, \*Preservice Education, \*Resource Centers, Role Theory, Secondary School Counselors, Staff Role, \*Subprofessionals, \*Training

This report contains a complete description and a preliminary evaluation of a three-week training program for secondary guidance center and resource center aids. It is the intent of the authors of this report to show the conceptualization of the aide's role. This report also describes the preservice training program in sufficient detail to facilitate replication and provides a basis for an understanding of the content and procedures of the program. The inservice training program and final evaluation are not included. An evaluation of the preservice training program, recommendations, and an inservice training program prospectus are included. (Author/KJ)

ED 035 049

CG 004 849

Weigel, Richard G. And Others

# The Relationship of Congruence of Spouses' Personal Constructs and Reported Marital Success.

Colorado State Univ., Ft. Collins. Dept. of Psychology

Pub Date 69

Note—11p.; Paper presented at the Colorado Psychological Association Convention, Fort Collins, Colorado, 1969

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—\*Adjustment (to Environment), \*Behavior Patterns, Constructed Response, Experience, Marital Instability, \*Marriage, Psychological Patterns, \*Relationship, \*Role Perception, Tests

Based on Kelly's theory of Personal Constructs, it was hypothesized that there is a positive relationship between the degree of congruence of spouses Personal Constructs (PCs) and their reported marital success. Twenty-four couples, married from six months to 31 years, volunteered as Ss. To assess PCs, each S was administered a 40-dimension scale from which he was to choose the 10 dimensions most useful to him in describing other people. Marital success was evaluated by use of the Locke-Wallace Marital Adjustment Test. Correlations indicated no significant relationship between the number of shared PCs and marital adjustment scores for male or female Ss. Further examination of the data suggested that certain methodological difficulties may have obscured the results. (Author)

ED 035 050

CG 004 852

Christmas, June Jackson

# Obligations to High Priority Target Groups: Philosophical Implications.

Columbia Univ., New York, N.Y. Coll. of Physicians and Surgeons.; Harlem Hospital Center, New York, N.Y. Dept. of Psychiatry.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 30 Apr 68

Note—12p.; Paper presented at the National Institute of Mental Health Regional Conference on Developing Effective Community Mental Health Center Programs, New York, New York, April 30, 1968

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Attitudes, \*Black Community, Community Health Services, \*Conflict, Disadvantaged Youth, Groups, \*Mental Health, Mental Health Clinics, \*Mental Health Programs, Negroes, Race Relations, Racial Attitudes, \*Social Discrimination, Urban Education

Community mental health center services must be most plentiful where the need is greatest and must be appropriate and available to meet these needs. The first high priority group, according to statistics on juvenile delinquency, and narcotics, is the black inner city. Socio-psychiatric services, numerous enough in quantity to begin to meet needs and specific enough in character must be developed. The individual himself will receive high priority. However, high priority must also be assigned the family, informal and formal groups, and groups in conflict. A third priority of concern is not only with the role of the patient or with the sickness in an individual, but with the well behavior of the designated patient. Fourthly, there are those with special needs growing out of the nature of their life experiences, the criminal, social deviants, and mentally retarded. The next high priority is for those who lack essential services (the poor), the children and youth, and the elderly. The sixth group high in priority is those persons who occupy a negative imposed social position such as ethnic minorities. The two final target groups are: (1) the minority of white men in positions of real power, (2) the vast majority of white men who have power ascribed to them simply by virtue of their being white. (KJ)

ED 035 051

CG 004 859

Weiss, David J.

# Occupational Reinforcers, Vocational Needs, and Job Satisfaction.

Minnesota Univ., Minneapolis.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Sep 69

Note—16p.; Paper presented at American Psychological Association Convention, Washington, D. C., August 31-September 4, 1969

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—\*Ability, \*Environment, Environmental Influences, Individual Characteristics, Industry, \*Job Satisfaction, \*Job Skills, Rewards, \*Test Construction, Testing, Theories, \*Vocational Adjustment

The two major components in the Theory of Work Adjustment are the individual and the work environment. This theory is an individual-environment matching model with four basic components: (1) the work personality of the individual, (2) the work environment, (3) measured work adjustment, and (4) work adjustment outcomes. The individual's work personality is defined by two major sets of structural components: his abilities and his needs. The work environment is also defined in terms of two major sets of variables: abilities required for successful performance and rewards or reinforcers. Work adjustment can be measured by job satisfaction and job satisfactoriness. The instruments used for operationalizing the Theory of Work Adjustment are: (1) for abilities, those tests used by the U. S. employment service; (2) for job satisfactoriness, the Minnesota Satisfactoriness Scale (MSS); (3) for job satisfaction, the Minnesota Satisfaction Questionnaire (MSQ); (4) for vocational needs, the Minnesota Importance Questionnaire; and (5) for occupational reinforcers, the Minnesota Job Description Questionnaire. The development and use of these tests are presented. Implications for further use are given including actual use in industrial psychology. (KJ)



ED 035 052

CG 004 863

Darley, John G., Ed.

In Honor of Dean and Mrs. Edmund G. Williamson and in Recognition of His Retirement April 9 and 10, 1969.

Minnesota Univ., Minneapolis.

Pub Date Apr 69

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—Activism, Communication (Thought Transfer), Counseling, \*Counseling Programs, Counseling Services, \*Counselor Educators, \*Responsibility, \*Student Participation, \*Student Personnel Services, Universities, Violence

This booklet, in honor of Edmund Williamson, contains several articles. First T. R. McConnell discusses "The Impact of the Minnesota Student Personnel Program on Higher Education." He presents Williamson's theory on student personnel services (SPS) as being an integral part of the university. He also points out Williamson's philosophy on student participation and responsibility, as well as communication and university responsibility. Willis E. Dugan, in "The Impact of the Minnesota Viewpoint on Counseling Under the Leadership of Edmund G. Williamson, uses the Greek term arete in describing the development of the Minnesota SPS. Arete, while difficult to define, means an emphasis on man and his relation to the ideal of excellence. He goes on to describe three models for arete: (1) the Homeric, (2) the Sophistic, and (3) the Socratic. He uses these models to describe then the programs Williamson set up. He also discusses Williamson himself. The pamphlet concludes with an article by Edmund Williamson, "On Striving to Become a Liberally Educated Person." In this article, Williamson presents his philosophy of student responsibility and its relationship to violence and dissent. (KJ)

ED 035 053

CG 004 884

A Study of Educational and Occupational Aspirations of Virginia's 1966-67 High School Seniors. Virginia State Dept. of Education, Richmond. Div. of Educational Research and Statistics.

Spons Agency—College Entrance Examination Board, New York, N.Y.

Pub Date Jul 69

Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—College Attendance, College Choice, \*Educational Planning, \*Higher Education, \*High School Students, \*Occupational Aspiration, Private Schools, Public Schools, \*Seniors, Sex Differences

The basic objective of this study was to determine the educational and occupational aspirations of Virginia's high school seniors. In May, 1967, all high school seniors in Virginia were asked to complete a survey form. Replies were received from about 95% of the students. The preliminary data obtained was considered Phase I and the comprehensive analysis which followed as Phase II. Phase III consisted of further study of three areas not covered in the previous parts. The results, including tables of data are given for each phase. The data in phase I is analyzed question by question. Results included in Phase II show: (1) differences in future plans between boys in private versus boys in public schools; (2) differences associated with sex; (3) differences associated with college-non college classification. Recommendations for further study include: (1) additional study and analysis of the 1967 survey, and (2) replication of the study in May, 1970. (KJ)

ED 035 054

CG 004 885

Miller, Leonard A. And Others.

Continuing Education for Rehabilitation Counselors: A Review and Context for Practice and Research.

Iowa Univ., Iowa City. Coll. of Education.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—RD-2314-G

Pub Date Aug 69

Note—113p.

EDRS Price MF-\$0.50 HC-\$5.75

Descriptors—Audiovisual Aids, Counseling Effectiveness, \*Counseling Instructional Programs, \*Counselor Characteristics, Counselor Performance, Counselor Training, \*Educational Programs, \*Instructional Media, \*Rehabilitation Counseling, Vocational Counseling

This report deals with the continuing education of rehabilitation counselors both during and through employment. This type of a program requires information on how: (1) the structure and patterning of tasks in the work milieu, (2) administrative practices and attitudes, and (3) counselor characteristics can specifically influence what effect continuing educational experiences of both the during-employment and through employment variety have on desired outcomes. Research on instructional media has demonstrated that any format for training can be effective if designed according to what is known about teaching-learning linkage. Audiovisual hardware, macro forms of learning, laboratory experiences, and curriculum level structure are considered. Relating continuing educational outcomes to job performance criteria for the rehabilitation counselor is complicated in many ways, including the relative independence among intermediate criteria of counselor performance. Various studies, in the past, present, and future in continuing education for rehabilitation counselors conclude this report. (KJ)

ED 035 055

CG 004 886

Whitehurst, Robert N.

The Unmalls on Campus.

Windsor Univ., Ontario.

Pub Date Oct 69

Note—17p.; Paper presented at the National Council on Family Relations Convention, Washington, D.C., October 24-26, 1969

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—Behavior, \*Changing Attitudes, College Students, Institutional Role, \*Marital Status, \*Marriage, Relationship, Student Alienation, Student Attitudes, \*Values

This paper is an attempt to discuss in sociological perspective the natural history of the developing ideology that allows and permits unmarried liaisons. Six topics are discussed. First, institutional disruption or dissatisfaction with the institution of marriage in whole or part seems quite prevalent among college students. Secondly, since this is a time of rapid change during which old ways are being reevaluated, alienation from established ways, i.e., marriage, is increasing. Next, given a certain amount of institutional looseness and a sense of alienation, there are new opportunities for deviance, such as living in a non-marital arrangement. Further, universities may, today, in some ways be creating a radical intelligentsia which focuses on social forms not seriously considered previously as within the realm of possibility. Communes and communal living may be the result. Group support, by teachers, peers and parents also has a definite influence on unmarried liaisons. Finally, many themes, values and sentiments contribute to the adoption of unmarried liaisons, including individualism, resourcefulness, and self reliance. (KJ)

ED 035 056

CG 004 887

Wittes, Glorienne Radin, Norma

Two Approaches to Group Work With Parents in A Compensatory Preschool Program. Early Education Program.

Ypsilanti Public Schools, Mich.

Pub Date 10 Jun 69

Note—37p.; Paper presented at the National Council on Family Relations Convention, Washington, D.C., October 24-26, 1969

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—\*Academic Performance, Attitudes, Behavior Change, \*Child Rearing, Cognitive Development, \*Mother Attitudes, Mothers, Parent Education, \*Parent Influence, Parent Participation, \*Preschool Education

The hypothesis of this study was that a behavioral, activity oriented approach to group meetings would produce a greater change in maternal child rearing practices than one utilizing a lecture, question and answer paradigm. A total of 65 women whose children were in an early education program, were divided into two experimental groups and a control group. The parents were told about their role in their child's school performance, the skills their children would need in school, and how they could foster the development of these skills in their child rearing practices. Results show that participation in a parent education program can produce significant changes in child rearing attitudes and practices. The experimental mothers showed a significant increase in behaviors nurturant of identification and cognitive growth in the child. Among the

greatest changes in group members were an increased sense of mastery, and enhanced aspirations for themselves. Suggestions for further studies are made, including investigation of the father in the parental education program. (KJ)

ED 035 057

CG 004 888

Weiss, David J.

Individualized Assessment of Differential Abilities. American Psychological Association, Washington, D.C.; Minnesota Univ., Minneapolis.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—RR-29

Pub Date Sep 69

Note—15p.; Paper presented at American Psychological Association Convention, Washington, D.C., August 31-September 4, 1969

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—\*Computer Oriented Programs, \*Individual Tests, Measurement Instruments, Motivation, \*Psychological Testing, Reliability, \*Standardized Tests, Testing, \*Testing Problems, Test Reliability, Tests

Today's psychological measurement depends almost exclusively on the "standardized test." A certain amount of non-standardization, however, exists in the administration of any standardized test, with the amount unknown for any given test score. Time limits on tests pose a bigger problem since another variable is introduced, pressure. Test taking motivation must also be considered. The test could be too easy or too difficult, thus boring or frustrating the individual. Reliability is also a difficulty, since there is no true reliability computed for an individual. Proper application of computer technology permits a solution to many of the problems raised by standardized tests. The tests would be individualized, with items of known difficulty grouped or stratified by level of difficulty. The testing situation could be tailored to fit an individual's preferences and/or abilities and disabilities. Administrative fluctuations and test taking motivation could be eliminated. Individualized item sequence would tailor the test to the individual, as far as difficulty is concerned. Through the item sequence, reliability would become more accurate, as the computer could more exactly pinpoint levels of difficulty. (KJ)

ED 035 058

CG 004 890

Holbrook, Sarah F.

A Plan for Utilizing Differentiation of Functions in Delivery of Psychological Services.

Minneapolis Public Schools, Minn.

Pub Date [69]

Note—4p.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Problem Solving, Professional Personnel, \*Program Development, \*Psychological Services, \*Psychologists, Pupil Personnel Services, \*Role Theory, \*School Psychologists, School Services, Training

Current critical problems in education, especially in urban education as well as societal problems, create the need for re-thinking, re-direction, and re-definition of how psychologists can most effectively contribute to meet the changing needs. This paper presents a plan that is being initiated in Minneapolis. The plan is based on the premise that highly trained psychologists should make their contributions on the broad front of school or system-wide problem solving and problem prevention, and assessment functions and studies of individual children are also an important part of psychological service. The broad objective of the plan is to experiment with the utilization of differential levels of training and function. The functions of the master's degree level psychologists (Level One) include: (1) individual mental measurement, (2) assist in the use and interpretation of group test data, (3) crisis intervention, and (4) discussions with parents. The Level Two psychologists will supervise Level One psychologists, and work on staff development programs as well as provide other psychological services in the community. Graduate students and other resources in the community can also be used in this plan. (Author/KJ)

ED 035 059

24

CG 004 936

Sadowski, Joseph B.

Prompting and Cues in Verbal Learning. Final Report.

San Diego State Coll., Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-1-104  
Pub Date 68  
Grant—OEG-9-8-070104-0038-(010)  
Note—9p.

**EDRS Price MF-\$0.25 HC-\$0.55**

Descriptors—\*Cues, \*Learning, \*Memory, \*Paired Associate Learning, Prompting, Recall (Psychological), \*Response Mode, Stimuli, Stimulus Devices, Syllables

The purpose of this research project was to evaluate the effects of prompts and cues in paired-associate learning. Experiment One was to investigate the effects of cues and prompting on the learning of Japanese vocabulary. Experiment Two duplicated the above using digit-nonsense syllable combinations as the paired associates. The next three experiments were designed to investigate the contributing effects of practice time to superiority of response prompting over confirmation in paired-associate learning. Experiment Six duplicated One and Two except that the first letter cues were provided both during the learning and recall sessions. Experiment Seven investigated the influence of mode of stimulus presentation, partial stimulus support, and length of item on short term memory. Although the facilitating effects of the prompting technique have received a great deal of attention, Experiments Three, Four and Five indicate that the advantage is primarily due to the additional practice time available with this method. In a second paper, subjects in two experiments learned lists of paired associates with or without prompting on first letter cues. In a third paper three experiments investigated the contributing effects of practice time to the reported superiority of response prompting over confirmation in paired associate learning. (Author)

**ED 035 060** 24 **CG 004 937**  
Guthrie, John T.

**Effects of Instruction and Socioeconomic Status on Concept Learning in Children.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—Rep-53

Bureau No.—BR-6-1610

Pub Date Oct 69

Grant—OEG-2-7-061610-0207

Note—45p.

**EDRS Price MF-\$0.25 HC-\$2.35**

Descriptors—Aptitude, \*Concept Formation, \*Concept Teaching, Discipline, Elementary School Students, Grade 5, Grade 6, \*Language Instruction, \*Learning, Negroes, \*Negro Students, Socioeconomic Status, \*Teaching Procedures

A 5x2x2 factorial design, including 4 instructional treatments and a control group, 2 levels of socioeconomic status (SES), and 2 levels of IQ, was used to study methods for facilitating the formation of a one-dimensional language concept. The concept formation task required the production of instances of the concept embedded in sentences. The treatments were: rule verbalization (RV), rule application (RA), production of instances of the concept (P), and no training (NT). Subjects (Ss) were 75 Negro fifth and sixth graders run individually. The analysis of variance and post hoc comparisons indicated that treatments RA and P did not differ in effectiveness and both were significantly more effective than treatment RV. RV was significantly superior to NT. The high SES group learned in significantly fewer trials than the low SES group in all treatments except NT. On a mastery test requiring the production of instances of the concept embedded in sentences, the Ss who had attained criterion on the concept attainment task were superior to both the Ss who had failed to learn and the control group which received only the mastery test. The latter two groups did not differ significantly. These results indicate that concept formation is facilitated by the same instructional procedures for both high and low SES Ss. (Author)

**ED 035 061** 24 **CG 004 938**

Weber, Jerome C.

**The Physical Fitness Status of Oklahoma Youth. (A Pilot Study for Grades 7 and 8). Final Report.**

Oklahoma Univ., Norman. Research Institution.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-G-013

Pub Date Oct 69

Grant—OEG-7-8-000013-0019-(010)

Note—117p.

**EDRS Price MF-\$0.50 HC-\$5.95**

Descriptors—Grade 7, Grade 8, \*Junior High School Students, \*National Norms, National Surveys, \*Physical Education, \*Physical Fitness, \*Pilot Projects, \*Youth, Youth Programs

The purposes of this study were to compare the physical fitness level of Oklahoma youth with that of a national sample used in the 1965 study on youth fitness, and to develop Oklahoma norms for the items tested. This study used a random stratified sampling technique in the selection of Oklahoma seventh and eighth graders, and was representative of the Oklahoma student population involved in physical education programs. A total of 2,000 boys and 1,600 girls from 135 schools were involved. Conclusions from the data included: (1) Oklahoma boys (12 and 13 years old) had higher mean scores on the pull-up and sit up, (2) the 1965 national sample of boys had higher scores on all items for 14-year olds, (3) Oklahoma girls had higher scores on all test items in all age groups with the exception of the 50-yard dash in the 12-year age group, (4) the 12 and 13-year old group of Oklahoma students generally scored better than their comparable group in the national sample. The authors conclude that the applicability of national fitness norms to evaluate fitness programs in the state of Oklahoma is questionable. (Author/KJ)

**ED 035 062** 08 **CG 004 939**

Soong, Robert K. And Others

**Social Service Aide Project for the Education and Training of Paraprofessionals. Final Report.**

YMCA of Metropolitan Chicago, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0329

Pub Date 30 Sep 69

Grant—OEG-0-8-070329-3694 (085)

Note—149p.

**EDRS Price MF-\$0.75 HC-\$7.55**

Descriptors—Career Planning, Community Colleges, Core Curriculum, Curriculum Development, \*Education, Entry Workers, Job Analysis, \*Job Development, Job Skills, Occupational Guidance, Occupational Information, \*Social Services, \*Subprofessionals, \*Training

This is the final report of Phase I research pertaining to the Social Service Aide Project. This project has made it possible for four community colleges and the Metropolitan YMCA to jointly explore the feasibility of vocational training and exemplary education of paraprofessionals for new and perhaps unprecedented career entry in the field of social service. This project was able to conduct functional task analysis of jobs in 16 human service agencies. From 217 interviews and extended observations, the project task force has recorded over 2,000 tasks, which upon restructuring, produces new job descriptions for career ladders in 7 related functions: community organization, health service, group work, social service administration, case work, child care, and mental health. The findings to date indicate the feasibility of utilizing the existing resources of the community colleges for a correspondingly restructured core curriculum to facilitate the widest possible choice of career entry. This report therefore presents the beginning works of both the career ladders (lattices) and the core curriculum on the two-year college level. Additional research is anticipated in Phase II, to refine the methodology and design, validate the findings, and to exemplify more promising alternatives to career entry and advancement in human services. (Author)

**ED 035 063** **EA 002 571**

Jarvis, Oscar T.

**Time Allotments and Pupil Achievement in the Intermediate Elementary Grades. A Texas Gulf Coast Study.**

Houston Univ., Tex. Bureau of Educational Research and Service.

Pub Date Nov 62

Note—74p.

Available from—Bureau of Education Research and Services, University of Houston, 3801 Cullen Blvd., Houston, Texas 77004 (\$1.50)

**EDRS Price MF-\$0.50 HC-\$3.80**

Descriptors—\*Academic Achievement, Arithmetic, \*Intermediate Grades, Language Ability, Mental Tests, Reading Ability, Standardized Tests, \*Time Factors (Learning)

Designated time allotments for the various course offerings of the elementary schools have

evolved with little research showing that present time allotments are the best possible. The problem of this study was to determine the relationship between varying lengths of class periods and pupil achievement in reading, arithmetic, and language. Mental maturity and achievement tests were administered to 713 sixth grade pupils who attended each of the selected schools for all their intermediate elementary grade education. The study shows that maximum class period lengths resulted in greater pupil achievement in every area tested for those with intelligence quotients of 115 or more. For the average student, longer class periods resulted in significantly higher achievement in the areas of arithmetic and language. [Table V may reproduce poorly in hard copy due to small print.] (MF)

**ED 035 064** **EA 002 575**

Strevell, Wallace H. Tweedy, William H.

**Forms for Interpretation of Standardized Test Data.**

Gulf School Research Development Association, Houston, Tex.

Spons Agency—Sears-Roebuck Foundation, Skokie, Ill.

Pub Date 68

Note—28p.

**EDRS Price MF-\$0.25 HC-\$1.50**

Descriptors—Achievement Tests, \*Data Analysis, Data Sheets, \*Records (Forms), \*Standardized Tests, \*Student Records, \*Test Interpretation, Visualization, Visual Measures

This document is a collection of 12 forms that have been designed to aid school personnel in the processing of standardized achievement tests. The forms adapt to any typical achievement test whether the scale is a classroom or a large school organization. These forms are essentially a visual aid to interpretation. For the pupil there are two forms titled Class Report and Percentiles and Individual Progress Profile. Three forms directed to the teacher are titled: Distribution by Grade, Sex, and Subtest; Correlation of Achievement and Ability; and Response Analysis. For the administrator there are five forms titled Descriptive Statistics, Comparative Grade Equivalents, Profile of Percentiles, Class Comparisons by Standard Score, and Class Group Progress Annually. For the school board there are two forms titled Standard Score Profile by Grade Levels and Subtest Analysis by Percentiles. (LN)

**ED 035 065** 24 **EA 002 584**

Fiele, Philip K. Bunting, David G.

**Program Budgeting and the School Administrator: A Review of Dissertations and Annotated Bibliography. Review Series, Number Two.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0353

Pub Date Sep 69

Contract—OEC-0-8-080353-3514

Note—50p.

**EDRS Price MF-\$0.25 HC-\$2.60**

Descriptors—Accounting, \*Administrator Guides, Administrator Role, \*Annotated Bibliographies, Cost Effectiveness, Decision Making, Doctoral Theses, \*Educational Finance, Expenditure Per Student, Measurement Techniques, \*Program Budgeting, Program Costs, Program Planning, \*Research Reviews (Publications), Resource Allocations

This paper reviews the research findings of recent doctoral dissertations on program budgeting in education and describes the practical applications of these findings for school administration. Organized in nine chapters, the review discusses the problems and shortcomings associated with both traditional and program budgeting techniques, and describes the positive and negative reactions of administrators who have had experience with program budgeting. The introductory chapter provides an illustration of the basic principles of program budgeting. Chapters eight and nine include specific examples of the use of program budgeting in comparing, allocating, and planning the costs of educational objectives. The annotated bibliography lists 22 relevant dissertations received by Dissertation Abstracts from 1964 to 1968. (JH)

**ED 035 066** **EA 002 608**

**Social Sciences Education Framework for California Public Schools, Kindergarten and Grades**



# One Through Twelve. Report of the Statewide Social Sciences Study Committee.

California Statewide Social Sciences Study Committee, Sacramento.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date 68

Note—189p.

EDRS Price MF-\$0.75 HC-\$9.55

Descriptors—Behavioral Objectives, \*Concept Formation, Curriculum Design, \*Curriculum Development, Curriculum Evaluation, \*Curriculum Guides, Educational Innovation, Educational Planning, Evaluation Criteria, History, \*Inquiry Training, Kindergarten, Primary Grades, Scientific Methodology, Secondary Grades, \*Social Sciences

Identifiers—California

This report contains a curriculum framework to be used in developing and implementing a new social-sciences education program for kindergarten through grade 12 in the California Public Schools. The report, funded by ESEA Title V, describes the framework of the program in the first two parts. The plan is designed to provide students with the conceptual tools and processes of inquiry necessary for effective organization and interpretation of information relevant to the study of man in society. In part III, the following major components of the curriculum, arranged by blocks of grades, are described: (1) K-2, "Mankind: Man's Distinctive Characteristics"; (2) 3-4, "Man and Land: Cultural and Geographic Relationships"; (3) 5-6, "Mankind and Men, Interaction, Diversity, Individuality"; (4) 7-9, "Systems: Economic and Political; Urban Environment"; (5) 10-11, "Historical Integration: Relation of Past and Present"; (6) 12A, "Decision Making: Deciding Social Policy in the United States"; and (7) 12B, "Capstone Courses: A Variety of Offerings." For each curriculum block, appropriate subtopics and major inquiry processes, concepts, settings, and behavioral objectives are listed. The appendix contains relevant illustrations and examples of the program's components. (JH)

ED 035 067 24 EA 002 635

Alkin, Marvin C.

## The Use of Behavioral Objectives in Evaluation: Relevant or Irrelevant?

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1646

Pub Date 9 May 69

Contract—OEC-4-6-061646-1909

Note—27p.; Paper presented to the Annual Western Regional Conference on Testing Problems (18th, San Francisco, Calif., May 9, 1969)

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Behavioral Objectives, \*Complexity Level, Decision Making, \*Evaluation Criteria, Information Seeking, Information Systems, Objectives, Planning, Specifications, \*Student Behavior, \*Systems Analysis

Evaluation of instructional programs involves the process of ascertaining the decisions to be made. The decision maker, not the evaluator, determines the questions to be asked or the decisions to be made. A second task of evaluation deals with the specification of required information in light of system objectives. The task of the evaluator includes the development of research design and of instruments to provide the information appropriate to the decisions that must be made. The five stages of evaluation are: (1) needs assessment, (2) planning, (3) program implementation, (4) program improvement, and (5) program certification. Each stage is discussed and the categories of decisions are related to these stages to demonstrate the relevance or lack of relevance of students' behavioral objectives in each stage. (MF)

ED 035 068 EA 002 638

Harbison, F.

## Educational Planning and Human Resource Development. Fundamentals of Educational Planning Series, No. 3.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 67

Note—34p.

Available from—UNIPUB, Inc., 650 First Avenue, New York, N.Y. 10016 (\$1.00)

Document Not Available from EDRS.

Descriptors—Change Agents, \*Developing Nations, Educational Objectives, \*Educational Planning, Educational Policy, Educational Problems, Educational Strategies, Fundamental Concepts, \*Human Resources, Liberal Arts, \*Manpower Development, Manpower Needs, Sciences, \*Systems Approach, Technology

To meet a country's needs for human resources, educational planners must give definite answers to the following questions: (1) What educational level will be emphasized, primary, secondary, or higher education? (2) Should numbers or educational quality determine the educational system's orientation? (3) What subject areas—science and technology or liberal arts—should receive greatest attention? (4) Should formal education take precedence over nonformal training? and (5) How are human resources moved in the intended direction. A systems approach relates manpower and educational planning to national development, which encompasses economic, cultural, social and political development in the building of national identity and integrity. It focuses on a broad range of factors involved in human resource development rather than on simple head counts in skill and professional work categories. In this way distortions can be kept to a minimum in quest of the goal of balanced growth. (LN)

ED 035 069 EA 002 647

## Recommendations to the Columbus Board of Education on Problems Facing the Columbus Public Schools; Including the Recommendations of the Ohio State University Advisory Commission and a Report of the Study Team.

Ohio State Univ., Columbus.

Spons Agency—Columbus Public Schools, Ohio.

Pub Date 15 Jun 68

Note—392p.

Available from—Ohio State Univ., College of Education, 1945 N. High Street, Columbus, Ohio 43210 (\$5.00)

EDRS Price MF-\$1.50 HC-\$19.70

Descriptors—Academic Achievement, Administrative Organization, \*Advisory Committees, Boards of Education, Community Involvement, Compensatory Education, \*Educational Problems, Equal Education, \*Evaluation, \*Public School Systems, School Administration, School Community Cooperation, School Community Relationship, Student Attitudes, Student Motivation, Tax Support, \*Urban Schools

The Ohio State University Advisory Commission on Problems Facing the Columbus Public Schools began its labors in March 1968. A study team was appointed that provided the advisory commission with an extensive report on problems of the Columbus school system and recommendations related to each. Steps were suggested to assist with implementation. Descriptions of the research practices and procedures followed by the study team were also reported. This document contains the report of the advisory commission together with complete reports from the advisory commission and the study team. (Figures 2, 3, and 4 may be of poor quality when reproduced in hard copy due to small print.) (DE)

ED 035 070 EA 002 648

## Cunningham, Luvern L. Nystrand, Raphael O. Citizen Participation in School Affairs. A Report to the Urban Coalition.

Urban Coalition.

Pub Date Jun 69

Note—131p.

EDRS Price MF-\$0.75 HC-\$6.65

Descriptors—\*Citizen Participation, \*Community Action, Community Influence, Decision Making, Educational Interest, \*Leadership Qualities, Mechanics (Process), Program Effectiveness, \*School Activities, Urban Areas, \*Urban Schools

This research assesses new arrangements for citizen participation in urban school affairs within the 13 cities studied. An effort was made to learn who participates and whom they represent, the forum for participation, the issues considered, the tactics used by participants, the sanctions available to participants, the success of the program, and the strengths and weaknesses of the mechanism as perceived by interested parties.

Recommendations derived from the study encourage the strengthening of existing linkages for citizen participation and point out the need for new methods especially to involve poor and minority groups. In those cities where mechanisms for citizen participation were working well, leadership was emerging within the schools as well as in the community to solve educational problems. The results seemed to satisfy both school officials and citizens. (LN)

ED 035 071 EA 002 649

Camp, C. William And Others.

## Evaluation of the Portland-Suburban Transfer Program, 1968-69 Multnomah County, Oregon.

Oregon Univ., Eugene. Bureau of Educational Research.

Pub Date Jun 69

Note—63p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Bus Transportation, Community Involvement, \*Free Choice Transfer Programs, Inservice Education, \*Negro Students, Parent Attitudes, Policy Formation, \*Primary Grades, School Integration, \*Suburban Schools, Teacher Attitudes, \*Urban Schools

This report focuses on the experience of integration as perceived in the Portland, Oregon, Suburban Transfer Program, which completed its first year of operation in 1969. The voluntary plan buses 98 black students in grades one to six from inner-city schools to suburban districts. Open-ended, in-depth interviews were taped with students, parents, principals, and teachers. The study includes a description of the interview procedures, a general overview of interview results, an analysis of the data, and a summary listing of findings and recommendations. The appendix includes a summary of the interview responses systematically divided into views of the busing program, perceptions of teachers and teaching, and expectations for the future. (MF)

ED 035 072 EA 002 651

Kelly, Earl C.

## Humanizing the Education of Children; A Philosophical Statement. A Study/Action Publication.

Elementary, Kindergarten and Nursery Education, Washington, D.C.

Pub Date 69

Note—25p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 281-08872, \$.75, quantity discounts)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Citizenship, \*Democratic Values, \*Elementary Education, Group Activities, \*Humanism, \*Individual Differences, Problem Solving, Reading Difficulty, \*Teaching Methods, Technological Advancement

This booklet of short essays on humanizing the education of children was printed to help elementary educators focus on the main purpose for their being—to help children fully realize their humanity. The author's educational philosophy and its applications are covered by such subjects as the individual in a democracy, the meaning of freedom, the problem-solving method, the importance of cooperation, and involvement and citizenship. (MF)

ED 035 073 EA 002 652

Glatthorn, Allan A.

## The Principal and the Student Council.

National Association of Secondary School Principals, Washington, D.C.

Report No.—New Directions-Student Councils-10

Pub Date 68

Note—53p.

Available from—National Association of Secondary School Principals, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Single copy \$1.00, quantity discounts)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Educational Problems, \*Faculty Advisors, Group Membership, \*High Schools, \*Principals, \*Student Leadership, \*Student Organizations, Student Participation, Student Problems

An active and viable student council can help to involve both rebellious and uncommitted students in useful outlets. The major causes of ineffective councils are homogeneous membership.



weak leadership, and misinformed faculty advisors. Principals should take the initiative in solving these problems. To break down homogeneity, the council should represent groups divided along curriculum lines and student members at large should be appointed to broaden membership. To avoid weak leadership, the council should select its own officers. Full faculty support of the council is necessary if the faculty advisor is to be successful. In addition, the advisor must balance his actions to achieve a feeling of independence by the council. Of necessity, the faculty advisor must be aware of parliamentary procedure and school law and policy, and be able to empathize with the young. To insure viability of the council more concern for activities relating to teaching, learning, and community service should be encouraged, rather than the customary fund-raising and dance-sponsoring activities. (LN)

ED 035 074

EA 002 653

Brittain, W. Lambert, Ed.  
Viktor Lowenfeld Speaks on Art and Creativity.  
National Art Education Association, Washington, D.C.

Pub Date Oct 68

Note—65p.; Speeches presented at Pennsylvania State University, 1946-1960

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$1.50)

Document Not Available from EDRS.

Descriptors—\*Art Education, \*Art Expression, Art Teachers, Creative Development, \*Creative Expression, \*Creativity, Criteria, \*Educational Environment, Insecurity, Research, Sciences, Social Values, Stereotypes

This pamphlet contains an edited collection of Lowenfeld's speeches on art education. Following are the titles of the nine speeches: "On the Significance of Individual Creative Expression," "On the Discrepancy Between Our Scientific and Social Values," "On the Importance of Early Art Expression," "On Fostering Creative Sensitivity," "On Integration in Art and Society," "On Creativity in Education," "On Research and the Creative Process," "On the Adolescence of Art Education," and "On Stereotypes and the Insecure Child." (MF)

ED 035 075

EA 002 661

Professional Negotiation and the Principalship.  
Department of Elementary School Principals, Washington, D.C.

Pub Date 69

Note—253p.

Available from—Dept. of Elementary School Principals, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 181-05578, single copy \$6.00, quantity discounts)

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Administrative Personnel, \*Collective Negotiation, Community Control, Curriculum Development, Decentralization, Decision Making, Elementary School Supervisors, Grievance Procedures, Parent Reaction, \*Principals, Professional Recognition, \*School Systems, State Laws, \*Teacher Administrator Relationship, Teacher Attitudes, \*Teacher Militancy

The 16 articles in this collection discuss the professional negotiation movement and its implications for principals. Included are a series of articles from The National Elementary Principal that deal with trends in professional negotiation and the principals' role. The collection is directed toward principals with the stated aims of: (1) increasing their understanding of the negotiation movement, (2) providing them with thoughtful guidelines and specific techniques useful in negotiations, and (3) encouraging them to explore different patterns of administration and decision making. Appendices contain (1) a glossary of terms used in the analysis of negotiation and (2) sample contracts—one between a school district and a teachers' association, the other between a city board of education and a city association of administrators and supervisors. (MF)

ED 035 076

EA 002 662

Allen, James E., Jr.  
Non-Urban School Boards and the Problem of Urban Education.  
Pub Date 23 Oct 67

Note—9p.; Remarks before 48th Annual Convention of the New York State School Boards Association, Syracuse, October 23, 1967

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—\*Board of Education Role, \*City Problems, Decentralization, Educational Disadvantage, Educational Finance, Educational Problems, Equal Education, Rural Urban Differences, \*State School District Relationship, \*Urban Education, \*Urbanization

Identifiers—New York State

An effective attack on the massive problems of urban education in New York will require maximum cooperation among all school board members, regardless of their location in the State. As agents of the State, all school board members are legally responsible to all citizens of the State. As citizens, board members should be aware that population patterns point to an increasingly crowded and complex future. Cities will be either centers of culture and hope or places of conflict and despair, depending on the contemporary response to urban problems. In this increasingly interdependent society, all board members must share in the responsibility for obtaining "equality of educational opportunity" for children attending urban schools. (JH)

ED 035 077

EA 002 663

Lewis, Ann Chambers

The Schools and the Press.

National School Public Relations Association, Washington, D.C.

Pub Date 65

Note—111p.

Available from—National School Public Relations Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$3.75)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—\*Administrative Personnel, Bibliographies, Communication (Thought Transfer), Communications, Mass Media, News Media, \*Newspapers, Photographs, \*Press Opinion, Principals, \*Public Relations, \*School Community Relationship, School Superintendents

This book acquaints the school administrator with the need for good press relations and suggests ways to obtain such relations. A brief overview of the internal workings and concerns of a newspaper staff is presented. Methods of writing news copy for release and how to time releases for maximum news coverage are explained. Throughout the volume, examples show how to "tell it with pictures." Suggestions are given on how to reverse an unfavorable press and how to handle false rumors or half-true stories. Sample news releases are appended with a list of publications of the National School Public Relations Association. (DE)

ED 035 078

EA 002 664

Morphet, Edgar L., Ed. Jesser, David L., Ed.  
Designing Education for the Future: Rationale, Procedures and Appraisal. Final Report and External Evaluation.

Designing Education for the Future, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date Jun 69

Note—161p.

Available from—Improving State Leadership in Education Project, 1362 Lincoln St., Denver, Colo. 80203 (free, limited quantity only)

EDRS Price MF-\$0.75 HC-\$8.15

Descriptors—Community Responsibility, \*Educational Change, Educational Improvement, \*Educational Objectives, \*Educational Planning, \*Educational Programs, Educational Responsibility, Fundamental Concepts, \*Program Design, Program Evaluation, \*Regional Cooperation, School Organization, State Programs

Identifiers—Arizona, Colorado, \*Designing Education for the Future, ESEA Title 5, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming

The major purpose of the Title V program, Designing Education for the Future, is to assist educators and lay citizens in the eight participating States in devising a program of educational improvement. This report by the project director presents information on educational changes covered by the program and builds a rationale for

effecting these changes. The State programs were organized separately, although each State appointed a coordinator and selected an advisory committee. Statements on educational finance and the need for preparing educators for the future are included, as are some specific procedures and accomplishments of projects in Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming. The major accomplishment was the breakdown of regional bias and the discovery of mutual strengths. An external evaluation of the project completes the report. The paper concludes that prospects for continued improvement in educational quality lie with the ability of State and local leadership to effect educational change, especially through comprehensive planning and implementation. (LN)

ED 035 079

EA 002 666

Splawn, Robert E.

Boards of Education Members' Perceptions of the Role of the Board and the Role of the Superintendent and the High School Principal. Studies in Education, Annual Publication of School of Teacher Education, Volume VIII.

West Texas State Univ., Canyon.

Pub Date May 69

Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—Academic Achievement, \*Boards of Education, Collective Negotiation, Evaluation Criteria, \*High School Supervisors, Perception, \*Principals, \*Superintendent Role, Teacher Evaluation

This study sought to determine how members of boards of education perceive the role of the superintendent, the role of the high school principal, and their own roles. Fifty of the 61 independent school districts in the upper 26 counties of the Texas Panhandle were randomly selected and one person from each board of education was randomly selected to represent his board in the study. Thirty-four of the board members participated in the study. Respondents were asked, in taped interviews, a series of questions concerning their perceptions of (1) the responsibilities of the superintendent and the high school principal and (2) the duties of the local board. In addition, data were collected to provide a description of the school board members in the study. A final chapter presents a summary of findings, implications, and recommendations for further studies. (MF)

ED 035 080

EA 002 676

Kinsella, Bernard W. And Others

The Supervisor's Role in Negotiation: For the ASCD Commission on Problems of Supervisors and Curriculum Workers.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 69

Note—31p.

Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 611-17798, \$7.50, quantity discounts)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Administrator Role, \*Collective Negotiation, Professional Recognition, \*Public Education, Social Change, \*Supervisors, Teacher Militancy

This pamphlet discusses the problems and complexities of supervisory workers caught in the middle management position. An attempt is made to identify the supervisors' role and to contribute to an understanding of the pressures that produce changes in the local school staff relationships. A brief history of negotiation among teachers is presented. A model of collective bargaining and professional negotiation contract language and content is included. (MF)

ED 035 081

EA 002 677

Dickinson, William E., Ed.

New Dimensions in School Board Leadership: A Seminar Report and Workbook (Chicago, Illinois, July 9-12, 1969).

National School Boards Association, Evanston, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date 69

Note—123p.

## 30 Document Resumes

Available from—National School Boards Association, 1233 Central Street, Evanston, Ill. 60201 (Single copy \$3.25, quantity discounts)

**EDRS Price MF-\$0.50 HC-\$6.25**

**Descriptors**—Black Power, \*Boards of Education, Communication (Thought Transfer), Community Influence, Community Involvement, \*Educational Equality, Financial Support, \*Leadership, Minority Groups, Public Education, \*Public School Systems, Relevance (Education), School Integration, School Policy, Seminars, \*Social Change, Urban Schools

A 4-day seminar, funded by ESEA Title III, studied the appropriate role of the American school board in the present climate of change, and the future role of the school board. Educational authorities were asked to prepare position papers for the seminar and persons with experience at the local board level were invited to respond candidly to all seminar presentations. Part I of this report contains six papers prepared for the seminar, covering such topics as problems of decentralization, fiscal policies, urban schools, and school board leadership. Eight broad ideas on new requirements for effective leadership are offered for consideration by the educational leadership community. Part II is a workbook that provides topics and quotations for further discussion. (MF)

**ED 035 082** EA 002 678

**Report of the Task Force on Human Rights.**

National Education Association, Washington, D.C.

Pub Date Nov 68

Note—97p.

Available from—Publication-Sales Section, National Education Ass., 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 381-11834, \$1.00; quantity discounts)

**EDRS Price MF-\$0.50 HC Not Available from EDRS.**

**Descriptors**—\*Civil Liberties, Dropouts, Economic Disadvantage, \*Educational Policy, Middle Class Culture, \*Minority Groups, \*Racial Discrimination, Racial Segregation, Unemployment, \*Urban Education, Urban Slums, Violence

The NEA Task Force was instructed to "recommend to the Executive Committee a structure and program for the coordination and expansion of the human rights activities of the NEA and of the departments, divisions, commissions, and committees." Their recommendations and a discussion of the forces in American society that make them necessary comprise this report. The introduction explains the relevance of the fight for human rights to the work of the NEA and its members. The first section traces discrimination in institutions against minority groups. The second section describes the role of schools in dealing with the human rights of certain children, teachers, and citizens. The conclusion explains actions that must be taken by the various segments of the educational system to end the infringement on human rights. (Author/MF)

**ED 035 083** 24 EA 002 682

**Woodruff, Asahel D.**

**Preconference Education Research Program in Art Education. Final Report.**

National Art Education Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0119

Pub Date Jul 69

Grant—OEG-3-9-090119-0014(010)

Note—38p.

**EDRS Price MF-\$0.25 HC-\$2.00**

**Descriptors**—\*Art Education, Art Teachers, Behavioral Objectives, Behavioral Science Research, \*Behavior Change, Curriculum Design, \*Educational Research, Evaluation Techniques, \*Institutes (Training Programs), Instructional Design, Leadership Training, \*Program Evaluation

This final report describes and evaluates two 5-day training institutes for art education personnel, held in January and March of 1969. The purpose of these institutes was to improve the participants' ability to (1) identify and use appropriate instructional tools for producing desired behavioral change, (2) evaluate the results and improve the process of behavioral learning, and (3) use a behavioral curriculum model as a guide for research in art education. The report contains a generally favorable evaluation of the institute's

program, based on the following sources of evidence: (1) Data gathered from pre- and post-tests administered to all participants, (2) data gathered from questionnaires administered to institute instructors, and (3) a final evaluation prepared by the institute evaluator. Recommendations for future action that would affect curriculum design and research activities in art education are included. (JH)

**ED 035 084** EA 002 685

**Grady, Roslyn M.**

**Survey of Parent Opinions on Modular Scheduling at General William Mitchell High School.**

Colorado Springs School District 11, Colo.

Pub Date Jul 69

Note—48p.

Available from—Director of Research, Colorado Springs School District Eleven, 1115 North El Paso Street, Colorado Springs, Colorado 80903 (\$ .75)

**EDRS Price MF-\$0.25 HC-\$2.50**

**Descriptors**—Educational Research, \*High Schools, Independent Study, \*Large Group Instruction, \*Parent Attitudes, Questionnaires, \*Schedule Modules, \*Small Group Instruction, Statistical Analysis

Mitchell High has been operating under a modular scheduling system for two years. Earlier studies have measured student and faculty opinion. This study was designed to sample parent opinion. Four hundred parents, constituting a 20% random sampling of the 2,000 students enrolled in grades 10-12, were mailed questionnaires in May 1969. Responses were received from 328 parents for an 82% return. The 25-item questionnaire measured attitudes toward large-group instruction, small-group instruction, independent study time, and general attitudes toward the Mitchell program. Parents expressed positive feelings toward all aspects of the program, with small-group instruction being rated the highest followed by large-group instruction. General attitudes and opinions on independent study time tied for third place rank. Parents of college-bound students favored the program more than parents of students headed for a job, vocational training, or the armed forces. For the total sample, 72% believed modular scheduling should be continued, 22% wished it would be discontinued, and 6% were uncertain. (Author)

**ED 035 085** 24 EA 002 691

**Barber, William H. Rock, Leo P.**

**Interpersonal Dynamics and Organizational Change in Religious Communities.**

Western Behavioral Sciences Inst., La Jolla, Calif. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0897

Pub Date Jan 69

Grant—OEG-0-8-980897-4691

Note—22p.

**EDRS Price MF-\$0.25 HC-\$1.20**

**Descriptors**—Bureaucracy, \*Catholics, Communication (Thought Transfer), Feedback, Group Dynamics, Group Norms, Institutional Role, \*Interpersonal Competence, \*Organizations (Groups), Problem Solving, \*Religious Cultural Groups, Self Actualization

This paper discusses the organizational structure of religious communities and its effect on interpersonal relations. Religious communities tend to be organized structurally according to the traditional bureaucratic model of (1) relatively rigid structure; (2) carefully defined functional specialization; (3) direction and control implemented through a formal authority hierarchy; (4) fixed patterns of rights, duties, and procedures; and (5) relative impersonality in interpersonal relationships. Criteria for describing interpersonal competence are listed as: (1) perceiving the situation accurately, (2) solving problems so that they remain solved, and (3) continuing to be able to work with the other person(s). The structure of the formal organization, along with the existing values and norms governing interpersonal relations in religious communities, combine to maintain a decreased level of interpersonal functioning. (Author/MF)

**ED 035 086** EA 002 692

**Blackmon, C. Robert, Ed.**

**Changing Behaviors and Values: The Educational Administrator in American Society.**

National Conference of Professors of Educational Administration, Lincoln, Nebr.

Spons Agency—Bowling Green State Univ., Ohio.; University of Southwestern Louisiana, Lafayette.

Pub Date Aug 69

Note—183p.

Available from—Dr. Theodore Jensen, Director, Anderson Center for Personal Development, Bowling Green State University, Bowling Green, Ohio 43402 (\$3.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Administrative Personnel, \*Administrator Attitudes, \*Administrator Role, Decision Making, Educational Administration, Elementary Schools, Humanities, Leadership, \*Principals, Professors, Public Schools, \*Values

The introductory chapter of this document describes the Anderson Center for Personal Development, of Bowling Green (Ohio) University, as a vehicle for the study of morals, standards, and ethics. Sponsored by the center, this publication contains 12 papers by 13 authors that focus on the educational administrator and values. Special emphasis is placed on the changing role of the administrator; the humanities in educational administrator education; human values and educational leadership; values and value relationships of elementary school principals; educational and administrative values, goals, priorities, and their implementation; values, behaviors, and decision making; and attitudes of prospective principals. An outline of the group discussions on values at the 1968 National Conference of Professors of Educational Administration is included. A two-part comparison of public school administrators with professors of educational administration ends the report. The section includes a substantive analysis of score comparisons on a leadership attitude scale and a brief report of a second study that compares members of the two groups by their responses to a survey instrument on their values orientations. (JK)

**ED 035 087** EA 002 694

**Israel, Benjamin L. Litwin, Zeld**

**Responsive Environment Program Brooklyn, N.Y., Sept. 1968-June 1969: The Talking Typewriter. Final Report.**

New York City Board of Education, Brooklyn, N.Y. Responsive Environment Program Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program.

Pub Date Aug 69

Note—91p.

Available from—United States Department of Commerce, Institute for Applied Technology, Springfield, Virginia 22251 (\$3.00)

**Document Not Available from EDRS.**

**Descriptors**—\*Educationally Disadvantaged, Individualized Reading, \*Inner City, Inservice Programs, \*Instructional Technology, Paraprofessional School Personnel, \*Reading Skills, \*Remedial Reading, School Community Relationship, Statistical Analysis

**Identifiers**—Edison Responsive Environment Instrument, Talking Typewriter

This progress report covers a 6-month period in the second year of an experimental research project to test the utility of the Edison Responsive Environment Talking Typewriter as a major tool for teaching both initial and remedial reading to educationally disadvantaged youth. Conducted in six schools in Brooklyn, New York, the study included experimental and control groups at four age levels: kindergarten (82 pupils), first grade (388 pupils), eighth grade (31 pupils), and ninth grade (21 pupils). Statistical analyses of the study's data are explained for each age level. In almost every instance the study showed greater reading achievement by the experimental groups using the Talking Typewriter. The report recommends further development of the Talking Typewriter program, stresses the need for teacher training in the technique, gives job descriptions of the project's primary personnel, and concludes with material illustrating the program's format and instructional tools. (JK)

**ED 035 088** EA 002 695

**Adams, Bert K. And Others**

**Principles of Public School Accounting. State Educational Records and Reports Series: Handbook II-B.**

National Center for Educational Statistics (DHEW), Washington, D.C.

Report No—OE-22025

Pub Date 67

Note—279p.



Available from—Superintendent of Documents, U.S. Govt. Printing Office, Washington, D.C. 20402 (FS 5.222:22025, \$1.25)

**EDRS Price MF-\$1.25 HC Not Available from EDRS.**

Descriptors—Annual Reports, \*Budgets, Capital Outlay (for Fixed Assets), \*Educational Finance, Food Services, Glossaries, Guidelines, Payroll Records, Program Costs, \*Records (Forms), \*School Accounting, \*School Construction

This handbook discusses the following primary aspects of school accounting: Definitions and principles; opening the general ledger; recording the approved budget; a sample month of transactions; the balance sheet, monthly, and annual reports; subsidiary journals; payroll procedures; cafeteria fund accounting; debt service accounting; construction fund accounting; fixed assets accounting; program cost accounting; and machine accounting. A glossary of 109 terms is included. (JK)

**ED 035 089** EA 002 699

**Survey of Large School System Achievement/Aptitude/Interest Test Usage. Program Planning-Budgeting-Evaluating System Project.**

Dade County Public Schools, Miami, Fla.

Pub Date Oct 69

Contract—OEC-0-70-2667

Note—30p.

**EDRS Price MF-\$0.25 HC-\$1.60**

Descriptors—\*Achievement Tests, \*Aptitude Tests, Elementary Grades, \*Interest Tests, Intermediate Grades, Kindergarten, Middle Schools, \*Public School Systems, Secondary Grades, Secondary Schools, \*Use Studies

Information supplied by research directors of 48 large public school systems in 24 States was tabulated to indicate usage of various achievement, aptitude, and interest tests. Tabulations include instrument usage of 43 achievement tests at the elementary level (grades K-6), 43 at the middle level (grades 7-9), and 42 at the secondary level (grades 10-12); 22, 16, and 13 aptitude tests at the same three levels, respectively; three interest tests at the middle level; and two interest tests at the secondary level. (JK)

**ED 035 090** 24 EA 002 701

**Summer (1968) Institute on Evaluation, University of Illinois. Supplemental Report.**

Cooperative Educational Research Lab., Inc., Northfield, Ill.

Spons Agency—Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1391

Pub Date Aug 69

Contract—OEG-3-7-061391-3061

Note—52p.

**EDRS Price MF-\$0.25 HC-\$2.70**

Descriptors—Achievement Tests, Attitude Tests, Background, \*Evaluation, Evaluation Needs, Item Analysis, \*Measurement Instruments, Program Evaluation, \*Program Improvement, \*Summer Institutes, \*Trainees

This report describes an attempt to revise and pilot-test an achievement quiz, a background information form, and an attitude inventory considered inadequate when used at the Summer (1968) Institute on Evaluation at the University of Illinois. In the original achievement quiz, most items tested recall or information and few tested the student's ability to comprehend. In the revision, items were written at a transformation or evaluation level. Based on a field test at Loyola University, an item analysis of the data indicated an improvement. The revised background information form was constructed to be more selective among applicants and thereby to improve future institutes. Both a second and third edition of the attitude inventory were tested in a field sample of 29 Loyola students to determine the relationship of the inventory's factors to the individual's performance on the achievement quiz and his background information form. The overall objective of the institute was to develop a climate among educators supportive of evaluation. (LN)

**ED 035 091** 24 EA 002 712

**Alkin, Marvin C. And Others**

**CSE Simulated Evaluation Exercise: Materials Supplement.**

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—CSE-R-50

Bureau No—BR-6-1646

Pub Date Oct 69

Contract—OEC-4-6-061646-1909

Note—86p.

**EDRS Price MF-\$0.50 HC-\$4.40**

Descriptors—\*Data Collection, \*Demonstration Centers, \*Evaluation Methods, \*Mathematics, Program Evaluation, \*Simulation

This project, located in a large metropolitan school district, concerns the operation and evaluation of three Mathematics Demonstration Centers. In the first phase, directions are given about the necessary information to be gathered by the evaluating organization, (e.g. the school district administrative organization, size of school district, description of project, description of project schools, the project organization.) The following phase is a chronological listing of activities that take place during the actual evaluation process, including the selection of experimental and comparison groups, selection of experimental teachers, compilation of information on pupils, preparation of progress reports, and design of the final review report. A summary of audiovisual materials related to this simulated exercise are appended. (LN)

**ED 035 092** 24 EA 002 713

**Stecklein, John E.**

**A Coordinated Network of Institutional Research Workshops. Final Report.**

Minnesota Univ., Minneapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0286

Pub Date Sep 68

Grant—OEG-1-7-070286-3805

Note—113p.

**EDRS Price MF-\$0.50 HC-\$5.75**

Descriptors—Curriculum Research, Data Collection, Enrollment, Facility Case Studies, Financial Policy, \*Institutional Research, Student Research, Teaching Load, \*Training, \*Workshops

This report describes and evaluates two 1968 workshops on institutional research held in the South and Midwest. The workshops were designed to provide short-term intensive training in the problems and techniques of selected areas of institutional research and to allow discussions of the various philosophies of operating institutional research units. Participants were limited to individuals recently assigned responsibility for institutional research in their institutions, or who had been designed to assume such responsibilities in the near future. Materials used during the workshop sessions are included. (MF)

**ED 035 093** 64 EA 002 716

**Carpenter, C. R.**

**The Quality of Instructional Materials. Final Report.**

Pennsylvania State Univ., University Park. Dept. of Psychology.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1142

Pub Date 30 Aug 69

Contract—OEC-1-7-0771142-4372

Note—41p.

**EDRS Price MF-\$0.25 HC-\$2.15**

Descriptors—Educational Quality, Facility Utilization Research, Instructional Films, \*Instructional Materials, Instructional Programs, \*Instructional Technology, \*Media Specialists, Systems Approach, Televised Instruction

This article is the final report of a study defining the conditions, factors, and contingencies of quality in instructional materials. Several segments of the study are summarized and references supplied. The main procedure of the project was to directly confront selected people having informed and experienced judgments about quality in instructional materials. Small groups of educators and media specialists were organized for intensive discussions about the central question of how to achieve high quality in materials that are produced for and used in schools, colleges, universities, continuing education, and professional programs. The results are summarized, and recommendations are made. (MF)

**ED 035 094** 24 EA 002 741

**Dudley, Charles Jackson**

**Task Structure, Allocation of Power, and Satisfaction of Organization Members in Six Schools.**

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—TR-1

Bureau No—BR-5-0217

Pub Date Sep 69

Contract—OEC-4-10-163

Note—133p.

Available from—Center for the Advanced Study of Educational Administration, University of Oregon, Eugene, Ore. 97403 (bound: \$5.00)

**EDRS Price MF-\$0.75 HC-\$6.75**

Descriptors—Administrative Personnel, Bureaucracy, \*Elementary Schools, Instructional Innovation, Organizational Change, \*Organizations (Groups), Perception, \*Power Structure, Rewards, \*Task Performance, Teachers, Traditional Schools

This study explores some of the relationships of the task structure in organizations to the allocation of power, job satisfaction, and perceptions of rewards. Six elementary schools in three school districts in a Midwestern State were studied. Three schools were "traditional," the others were multiunit schools. Questionnaires were administered to 132 elementary school personnel asking them to (1) list the main tasks that they performed; (2) nominate people in the school that they felt had power of three types—authority, influence, and esteem; and (3) answer questions concerning job satisfaction and the types of behavior that they perceived as being rewarded by administrators and teachers. The study supports, to some extent, the relationship between the task structure and power allocation. Three basic findings that support the need for further research are: (1) Influence and esteem seem to be related to the same task factor in the schools; (2) power seems to be located in the same task factor where fewer people score high; and (3) of the three power variables, authority seems to be more closely related to "official title." (Author/MF)

**ED 035 095** 24 EA 002 743

**Hoehn, Liburn P., Ed.**

**Leader Training Program.**

Michigan-Ohio Regional Educational Lab., Inc. Detroit, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1465

Pub Date Jul 69

Contract—OEC-3-7-061465-3071

Note—85p.

**EDRS Price MF-\$0.50 HC-\$4.35**

Descriptors—Bibliographies, Check Lists, Curriculum Design, Data Collection, Educational Strategies, \*Inservice Education, Instructional Programs, \*Leadership Training, Learning Characteristics, Participant Characteristics, Program Evaluation, Role Perception, Task Analysis, \*Teacher Improvement, \*Training Laboratories, Training Objectives

Identifiers—ESEA Title III

This document describes the Leader Training Program (LTP) component of the Teaching Behavior Improvement Program (TBIP). The LTP was funded under ESEA Title III and was designed to train school-based inservice leaders to implement the TBIP in their districts. The document suggests possible grouping of participants, materials, equipment, physical arrangements, and other logistics for conducting a leader training conference. A "Conference Planners Checklist" is included. The curriculum is described in terms of the leaders' roles in implementing the TBIP. An evaluation design is presented and the data-gathering modes used in the workshops are described. Results of the workshops are summarized. The appendices contain a detailed daily schedule of a workshop and some materials used in evaluating the workshop's progress. (DE)

**ED 035 096** 24 EA 002 746

**Hoehn, Liburn P.**

**The Regional Educational Laboratories as Change Agents.**

Michigan-Ohio Regional Educational Lab., Inc. Detroit, Mich.



Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1465

Pub Date 67

Contract—OEC-3-7-061465-3071

Note—185p; Thesis for Ph.D. submitted to Michigan State University

Available from—University microfilms, A Xerox Co., 300 North Zeeb Road, Ann Arbor, Mich. 48106 (Order No. 68-7902, MF \$3.00, Xerography \$9.00)

**Document Not Available from EDRS.**

Descriptors—\*Change Agents, \*Content Analysis, \*Educational Change, Educational Innovation, Educational Needs, Educational Planning, \*Educational Research, Educational Researchers, Information Dissemination, Literature Reviews, Problem Solving, Program Evaluation, \*Regional Laboratories, Research Utilization, Teacher Role  
Identifiers—ESEA Title IV

This study was designed to determine if the regional educational laboratories funded under Title IV of Public Law 89-10 had accepted the charge to become educational change agents. Thirteen critical variables that describe essential change-agent functions were extracted from pertinent literature to provide the framework for a content analysis of interim and final reports from 20 regional laboratories. Criteria were established to assess each laboratory's commitment to and recognition of its role as change agent. The data were analyzed by determining the number and percent of laboratories that fulfilled the recognition and commitment criteria for each variable. A generally high frequency of fulfillment of both criteria was found, suggesting that the regional educational laboratories generally recognized the importance of functions related to a change-agent's role and did plan activities to fulfill such a role. Appendices include the guidelines for the National Program of Educational Laboratories, staff guidelines, and the judges' ratings. A 53-item bibliography is included. (Author/JH)

ED 035 097 24 EA 002 755

**COPED Project. Interim Report.**

National Training Labs. Inst. for Applied Behavioral Science, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0069

Pub Date Feb 69

Grant—OEG-3-8-080069-0043(010)

Note—25p.

**EDRS Price MF-\$0.25 HC-\$1.35**

Descriptors—Educational Change, Educational Innovation, \*Educational Research, \*Evaluation Techniques, \*Measurement Instruments, \*Measurement Techniques, Research Methodology, Statistical Analysis, Student Teacher Relationship, Teacher Attitudes, Validity

Identifiers—\*Cooperative Project in Educational Development, COPED

This interim report describes progress made toward the following five objectives of a project designed to evaluate data collected by the Cooperative Project in Educational Development (COPED): (1) To evaluate the COPED instruments; (2) to produce a compilation of instruments measuring social functioning in schools; (3) to develop, field test, and publish feedback packages; (4) to produce a pamphlet on diagnosing schools; and (5) to produce a series of studies in COPED data. The report offers descriptions and critiques of three instruments as examples of progress toward the second objective. Abstracts of two completed studies and memos about two studies underway are presented as examples of progress toward the fifth objective. Illustrations of the feedback package being designed to meet the third objective are also provided. (JH)

ED 035 098 24 EA 002 761

Smith, Donna M. Fitch, Judith Pruess

**Team Teaching Bibliography.**

Upper Midwest Regional Educational Lab., Inc., Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2870

Pub Date 69

Contract—OEC-3-7-062870-3069

Note—103p.

**EDRS Price MF-\$0.50 HC-\$5.25**

Descriptors—\*Bibliographies, Educational Innovation, \*Instructional Innovation, \*Staff Utilization, \*Teaching Techniques, \*Team Teaching

This bibliography was compiled during a selective review of the literature on team teaching by two staff members of the Upper Midwest Regional Educational Laboratory. It contains approximately 120 ERIC documents; 20 SRIS documents (School Research Information Service); 130 books and pamphlets; 7 films; 700 periodicals; and 120 reports, papers, studies, proposals, and theses. Nearly all entries were published since 1950. Ninety-six of the books, periodicals, and reports have been searched and classified into 10 categories. Explanation of the classification system is included. The ERIC documents, which include everything on team teaching processed by this system through February 1969, and SRIS documents have all been searched and classified. Explanation of this classification system is also included. (Author/DE)

ED 035 099 24 EA 002 764

Matheny, David L.

**Development of a Working Model of the Comparative Advantages Approach to Affirmative Debate Case Construction. Final Report.**

Kansas State Teachers College, Emporia.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-F-057

Pub Date Oct 69

Grant—OEG-6-9-008057-0039(057)

Note—18p.

**EDRS Price MF-\$0.25 HC-\$1.00**

Descriptors—Bibliographies, \*Debate, \*Methodology, \*Models, Questionnaires, \*Speech Education, Teacher Background, \*Teaching Techniques

This study attempted to determine if the "comparative advantages" debate case is a legitimate and logical approach to affirmative case construction in college and high school debate. The study population totaled 25 high school debate directors and 40 college and university debate directors. Four tape-recorded debates, in which an affirmative team presented a "typical" comparative-advantages case, were sent to coaches for critique and evaluation, structured around several suggested questions. The objective of the study was to develop models to aid coaches and students in developing their comparative-advantages cases. The models also could eliminate the confusions present in textbooks and articles concerning speaker responsibilities and the proper organization of such cases. In general, however, the study was disappointing. The population sample was too small and the general nature of some critiques made evaluation difficult. However, the comparative-advantages method is an acceptable form of case construction although a model case seems difficult to organize. (Author/DE)

ED 035 100 24 EA 002 766

Colwell, Richard J.

**A Critique of Research Studies in Music Education. Final Report.**

Illinois Univ., Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-8446

Pub Date May 69

Contract—OEC-6-10-245

Note—413p.

**EDRS Price MF-\$1.75 HC Not Available from EDRS.**

Descriptors—\*Doctoral Theses, \*Educational Research, Evaluation, Information Dissemination, \*Literary Criticism, \*Music Education, Music Techniques, Research Projects, \*Teaching

The primary concern of this project was to obtain high-quality critiques of research studies in music education. To identify significant studies, the University of Illinois reviewed 782 dissertations in music education written since 1960. A number of these dissertations were critiqued and disseminated through the "Bulletin for the Council of Research in Music Education," published since 1965. The twofold aim of this council is to improve both teaching and research in the field. Approximately 80 critiques are available in this final report. Topics include aspects of music education in the primary, secondary, and college levels of public education. [Not available in hard

copy due to marginal legibility of original document.] (LN)

ED 035 101 24 EA 002 767

Reynoldson, Roger L.

**The Interrelationships Between the Decision-Making Process and the Innovativeness of Public Schools. Final Report.**

Utah State Univ., Logan. Dept. of Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-H-015

Pub Date Nov 69

Grant—OEG-8-8-080015-2005(057)

Note—70p.

**EDRS Price MF-\$0.50 HC-\$3.60**

Descriptors—Analysis of Variance, Bibliographies, \*Decision Making, \*Educational Innovation, Hypothesis Testing, Measurement Instruments, \*Organizational Climate, \*Public Schools, Statistical Analysis

This research investigated the interrelationships of educational decision making with the organizational climate and innovativeness in public schools. The data used in the study were gathered from 1,250 professional staff members in 49 public schools in Oregon, Washington, Nevada, Idaho, and Utah. The participating schools were classified into innovative and organizational-climate levels through use of questionnaire instruments. Another instrument determined whether the decision-making structure in each school was centralized or decentralized. The findings indicate that the educational decision-making structure does not measurably influence decisions of professional staff members to adopt innovative practices. However, more innovation was indicated in schools with greater openness of organizational climate. It is concluded that factors such as personality characteristics of the administrator, his willingness to adopt innovative ideas, his leadership style, and the diffuseness of the communication network may have more influence on decisions to adopt innovative ideas than the structure of decision making. (LN)

ED 035 102 24 EA 002 770

Kromer, Charles

**Regional Information System for Educators: Installation and Evaluation.**

Michigan-Ohio Regional Educational Lab., Inc. Detroit, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1465

Pub Date Jul 69

Contract—OEC-3-7-061465-3071

Note—12p.

**EDRS Price MF-\$0.25 HC-\$0.70**

Descriptors—\*Information Systems, Interagency Coordination, \*Program Evaluation, Questionnaires, \*Regional Laboratories, \*Regional Programs, Use Studies

Identifiers—Elementary and Secondary Education Act, ESEA Title IV

This document describes the installation and evaluation of the Regional Information System within the Michigan-Ohio Regional Educational Laboratory (MOREL). MOREL is an agency established to develop and test alternatives to current educational practice under Title IV of ESEA. The Regional Information System was established to provide referrals to people, projects, and programs as well as to printed materials. Activities of the installation period (April 25, 1968-February 17, 1969) are outlined. The RIS evaluation, including field tests and questionnaires, are summarized. The study concluded that, from the user standpoint, this service is widely desired. Principals, superintendents, and directors and coordinators seem to seek information that will result in decisions, while teachers, consultants, and university personnel seem to be after alternatives and ideas. The evaluation concludes that this particular system is too loosely structured causing ineffectiveness in obtaining information. The major suggestion is to continue this project while trying to coordinate its activities with those of similar systems such as ERIC, ASSIST, and ARIS. (Author/LN)

ED 035 103 24 EA 002 771

Crow, Wayman J.

**Design for a Policy Research Center. Final Report.**

Western Behavioral Sciences Inst., La Jolla, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1027  
 Pub Date 31 Mar 69  
 Contract—OEC-1-7-071027-4273  
 Note—28p.

**EDRS Price MF-\$0.25 HC-\$1.50**  
 Descriptors—Behavioral Science Research, Behavioral Sciences, Democratic Values, Educational Games, \*Educational Planning, \*Educational Policy, Ethical Values, Goal Orientation, Information Dissemination, Information Systems, Mass Media, Models, Pilot Projects, \*Research and Development Centers, \*Research Design, Scientific Methodology, Simulation

This report describes the design of a Policy Research Center (PRC) for the U.S. Office of Education. The PRC was conceived as a place to produce information and to develop systematic ways of understanding complex processes that would help educational policy planners (1) make better decisions about current problems, (2) anticipate the future, and (3) formulate appropriate long-range policies. After probing ethical issues, surveying the state of knowledge and method in the behavioral sciences, and conducting pilot studies, a set of guiding assumptions and orientations was generated and a PCR was designed. Specific suggestions and detailed procedures for a center are presented, as well as summaries of pilot studies and conclusions. (Author/DE)

**ED 035 104 24 EA 002 772**

Miller, Peggy Lynne  
**Change Agent Strategies: A Study of the Michigan-Ohio Regional Educational Laboratory.**

Michigan-Ohio Regional Educational Lab., Inc. Detroit, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1465

Pub Date 68

Contract—OEC-3-7-061465-3071

Note—172p.; Thesis for Ph.D. Submitted to Michigan State University

Available from—University Microfilms, A Xerox Co., 300 N. Zeeb Road, Ann Arbor, Mich. 48106 (Order No. 68-17,112, MF \$3.00, HC \$8.40)

**Document Not Available from EDRS.**

Descriptors—\*Change Agents, Communication (Thought Transfer), Criteria, Diffusion, \*Educational Development, \*Educational Innovation, \*Educational Planning, Informal Leadership, Institutional Role, \*Laboratories, Leader Participation

Identifiers—Michigan Ohio Regional Educational Laboratory, MOREL

This dissertation reports on a study of the planning and development activities of the Michigan-Ohio Regional Educational Laboratory (MOREL). The study attempted to assess (1) whether MOREL has accepted a change agent role, and (2) whether it has taken action that indicates recognition of what is known through the literature and research about effective change-agent behavior. From the literature on the diffusion of innovations and the change process seven criteria were developed as the major change-agent strategies for effecting planned change. Utilizing the criteria as a screening device, the activities of MOREL as an institutional change agent were examined. An indepth data analysis was made of official and unofficial written records of MOREL, tape recordings of laboratory meetings, and interviews with key persons involved in the laboratory's development. The data were scrutinized for evidence related to each of the criteria. Recommendations are offered for the work of institutional change agents. (Author/MF)

**ED 035 105 24 EA 002 773**

**Use and Effectiveness of Title III in Selected "Developing Institutions". Progress Report.**

Michigan Univ., Ann Arbor.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0431

Pub Date 22 Oct 68

Contract—OEC-0-8-080431-2999(010)

Note—42p.

**EDRS Price MF-\$0.25 HC-\$2.20**

Descriptors—Administrative Personnel, College Faculty, College Students, \*Federal Programs, Field Interviews, \*Higher Education, \*Program Development, Questionnaires

Identifiers—\*ESEA Title III

This progress report studies the effects of programs funded under Title III in a selected group of colleges and universities. Thirty-seven developing institutions in the South and Midwest were visited and administrators, faculty, and students were interviewed. In addition, a brief opinion questionnaire was distributed to faculty members on 21 of the campuses. An abbreviated followup questionnaire is being distributed to faculty members who did not respond to the initial questionnaire. This report includes a list of the institutions visited, the interview guides, and the two questionnaire forms. Issues that seem especially relevant to the concerns of the Title III Advisory Council are presented. (MF)

**ED 035 106 08 EA 002 774**

Smith, Gary R.

**Workshop on Planning, Implementing and Evaluating Balanced Programs in Distributive Education. Final Report.**

Utah State Univ., Logan.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0348

Pub Date May 69

Grant—OEG-0-8-080-348-3597(085)

Note—187p.

**EDRS Price MF-\$0.75 HC Not Available from EDRS.**

Descriptors—Adult Education, Bibliographies, \*Budgeting, Conference Reports, Data Collection, Decision Making, \*Distributive Education, High Schools, \*Models, \*Planning, Post Secondary Education, Program Development, Program Evaluation, \*Programing, Systems Approach, Vocational Education, \*Workshops

Identifiers—\*Planning Programming Budgeting System (PPBS)

This workshop was organized to acquaint State and local officials concerned with distributive education and planning, programing, and budgeting techniques. The workshop was designed to (1) develop an understanding and appreciation for systematic planning and programing techniques, (2) develop an understanding of the social and economic problems that face distributive education, (3) acquaint its participants with types of base line data needed to develop balanced programs, (4) develop an understanding of the scope of the distributive education program including pre-high school services and interdisciplinary approaches, and (5) develop a model for use in program development and evaluation. Consultants gave presentations covering seven major areas of systematic program planning. Participants completed a workshop problem designed to take them through a total PPB experience. They produced a model for use in PPB for distributive education personnel. [Not available in hard copy due to marginal legibility of original document.] (Author/MF)

**ED 035 107 24 EA 002 775**

Cook, Desmond L.

**Management Training Program for Educational Research Leaders. Final Report.**

Ohio State Univ., Columbus. Educational Program Management Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0167

Pub Date 31 Mar 69

Grant—OEG-0-8-000167-1923(010)

Note—73p.

**EDRS Price MF-\$0.50 HC-\$3.75**

Descriptors—\*Administrative Personnel, Educational Research, \*Educational Researchers, Information Dissemination, \*Management Education, \*Research Methodology, \*Research Utilization

Identifiers—ESEA of 1965

To increase the expertise of leaders in educational research, a series of four 5-day training sessions were held between April 1968 and January 1969. Ninety-five persons from all parts of the nation attended the sessions, including directors of educational research and development programs, professors, administrators, and research associates. The training sessions sought to provide participants with a background in selected management concepts and principles. The participants are expected to implement the concepts and principles through specific programs, to instruct others in the techniques, and to disseminate information about the research management process to educational administrators. Con-

tent areas of the program included the management concepts of planning and controlling, network analysis, the systems approach, work-flow techniques, problem analysis, and decision-making procedures. The report includes participant evaluations. Bibliographic material and a list of all participants are appended. [Forms on pages A-2 and A-3 may reproduce poorly due to small print.] (JK)

**ED 035 108 24 EA 002 776**

Hickey, Michael E.

**Optimum School District Size. Research Analysis Series, Number One.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0353

Pub Date Dec 69

Contract—OEC-0-8-080353-3514

Note—40p.

**EDRS Price MF-\$0.25 HC-\$2.10**

Descriptors—Academic Achievement, Community Control, Educational Objectives, Educational Opportunities, \*Program Evaluation, Research Criteria, \*School Districts, \*School Redistricting, \*School Size, \*Student Costs, Teaching Quality

This paper is intended to provide both a framework and a rationale for consideration of the problem of school district reorganization. The problems involved in determining optimum school district size are discussed and characteristics of inadequate districts are studied. Five criteria of optimum size are described, including (1) scope of program, (2) range of educational services, (3) the community, (4) administrative and instructional staff, and (5) the economic base. Trends in district reorganization, especially decentralization and community control, are discussed and a table is included that summarizes, from research literature, recommendations for optimum size. The conclusion of the report is that size must be viewed as a variable and not as an absolute factor. Situational variables are strong and may profoundly influence the size-quality relationship in a district. (Author/MF)

**ED 035 109 24 EA 002 777**

Renner, Richard R.

**Education in Colombia.**

Florida Univ., Gainesville.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1117

Pub Date Nov 68

Contract—OEC-1-7-071117-5231

Note—382p.

**EDRS Price MF-\$1.50 HC-\$19.20**

Descriptors—Catholic Schools, \*Cultural Factors, Curriculum, Educational Finance, \*Educational History, Educational Planning, Educational Television, \*Elementary Education, \*Higher Education, Literacy Education, Preschool Education, Private Schools, Protestants, School Administration, \*Secondary Education, Study Abroad, Teacher Education, Vocational Education

Identifiers—Accion Cultural Popular, \*Colombia, Colombian Institute for Advanced Training Abroad

This extensive report describes Colombian education under 86 primary subheadings in 14 chapters, as follows: 1) The national setting, 2) cultural and social influences on education, 3) educational landmarks and traditions, 4) school organization and administration, 5) planning and development, 6) preschool and elementary education, 7) public secondary system, 8) vocational education, 9) higher education, 10) teachers and their preparation, 11) private and church-sponsored education, 12) other programs related to education, 13) international and foreign educational influences, and 14) successes, problems, and prospects. Special attention is given to the country's educational history and to recent developments, including a significant effort to bring elementary education to the rural masses through ACPO, a program teaching literacy and basic life skills by radio. Another program, called ICETEX, has improved the educational offerings available to Colombian university students at home and abroad. A bibliography of over 150 items in English and Spanish is appended. [Figures 1 and 2 may reproduce poorly in hard copy due to small print.] (JK)



ED 035 110 24 EA 002 778

Gerber, John C.

**Authoritative Texts of the Published Works of Mark Twain.**Iowa Univ., Iowa City.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0218

Pub Date Oct 69

Contract—OEC-5-10-031

Note—8p.

**EDRS Price MF-\$0.25 HC-\$0.50**Descriptors—\*Composition (Literary), \*Literary  
Analysis, \*Literature

Identifiers—\*Mark Twain

This report describes a long-range project designed to make available to the general public all the printed works authored by Mark Twain in "authoritative texts" that correspond as closely as possible with his last known or discoverable intent. Briefly outlined are the project's methodology for selection of 13 editors working under a four-man editorial board, the specific responsibilities of each volume editor, and the editorial procedure followed, including machine and sight collations of variant texts. The report concludes with a review of progress to date and a discussion of problems related to the satisfactory completion of the project. (JK)

ED 035 111 EA 002 779

Student Unrest.

Pennsylvania Dept. of Education, Harrisburg. Bureau of Administrative Leadership Services.

Pub Date Aug 69

Note—70p.

**EDRS Price MF-\$0.50 HC-\$3.60**

Descriptors—\*Activism, \*Administrative Policy, \*Administrator Guides, Administrator Role, Civil Liberties, Curriculum Development, Police School Relationship, School Community Relationship, \*Secondary School Students, Student Behavior, Student Participation, \*Student School Relationship

Identifiers—Students for a Democratic Society

This report provides public school administrators with three specific sets of guidelines related to student unrest in the secondary schools. The first set of guidelines is designed to help an administrative staff assess its own situation to determine the extent of potential student unrest in its own school system. The second set of guidelines provides a preventive course of action for administrators who desire to eliminate causes before problems arise. The third set of guidelines provides a course of action that could be implemented immediately in case of overt student unrest. The appendix contains (1) a specific administrative procedure for dealing with student demonstrators, and (2) excerpts from an interview with Michael Klonsky, National Secretary of the Students For a Democratic Society (SDS). (JH)

ED 035 112 EA 002 780

Gudridge, Beatrice M.

**High School Student Unrest. Education U.S.A.**

Special Report: How to Anticipate Protest,

Channel Activism, and Protect Student Rights.

National School Public Relations Association,

Washington, D.C.

Report No.—R-13

Pub Date 69

Note—51p.

Available from—National School Public Relations Assoc., 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 411-12744, \$4.00, quantity discounts)

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—\*Activism, Administrative Principles, \*Administrator Guides, Administrator Role, Civil Liberties, Communication Problems, Conduct, Court Litigation, Curriculum Development, Grievance Procedures, \*High School Students, Racial Factors, \*Student Participation, \*Student School Relationship, Teacher Role

This special report describes some of the sources of contemporary student unrest in the nation's high schools, and provides several suggestions for school officials attempting to formulate a policy for dealing with student protest. The discussion of causes of unrest covers such topics as racial conflict, dress and grooming regulations, rule administration, smoking regulations, and communication problems. The report suggests

that student activism can be constructively channeled by providing for increased student involvement in educational policy making, and describes contemporary efforts to increase student participation that are being implemented in schools throughout the nation. The report contains a review of recent court decisions affecting student rights and excerpts from seven policy statements to illustrate the variety of important elements that should be considered by school officials prior to the development of policies for dealing with student unrest. (JH)

ED 035 113 EC 003 645

Pronovost, Wilbert

**The Speech Behavior and Language Comprehension of Autistic Children. A Report of Research.**

Parent's School for Atypical Children, Chatham,

Mass.

Spons Agency—National Inst. of Mental Health

(DHEW), Bethesda, Md.

Pub Date Mar 66

Note—772p.

**EDRS Price MF-\$3.25 HC-\$38.60**

Descriptors—\*Autism, Behavior Problems, \*Case Studies (Education), Clinical Diagnosis, \*Emotionally Disturbed, \*Exceptional Child Research, Family Problems, Family Relationship, Individual Characteristics, Institutionalized (Persons), Language Handicapped, Language Patterns, Medical Case Histories, Medical Evaluation, Play Therapy, \*Psychotherapy, Residential Programs, Retarded Speech Development, Self Care Skills

Thirteen institutionalized children from 4-1/2 to 14 years old, diagnosed as autistic, atypical, or childhood schizophrenic, were observed for three years to obtain a detailed description of their speech and language behavior. Case histories were assembled from available medical and psychological data. During a program of experimental relationship therapy, controlled observations were conducted to evaluate each child's linguistic functioning. Although case studies constitute the main contribution of the research, additional findings were as follows: there was a high incidence of first born males of Jewish parents of relatively high socioeconomic status; severe family disorganization had occurred in seven of the 12 families; prior to residential placement the children had a wide range of diagnoses; many atypical medical signs were present in the children's birth histories and later diagnoses; there was a significant correspondence between reports of their behavior during the study and reports made previously by other case workers; the majority of the children exhibited indifference, unresponsiveness, minimal or no speech, stereotyped or ritualistic behaviors, hyperactive behavior, and eating and sleeping problems. Observations of speech and language suggested central nervous system dysfunction and the language deficits persisted despite the relationship therapy. (JB)

ED 035 114 EC 003 928

**The Central Catalog. Instructional Materials**

Reference Center for Visually Handicapped

Children.

American Printing House for the Blind,

Louisville, Ky.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date Aug 68

Grant—OEG-2-6062289-1582

Note—771p.

**EDRS Price MF-\$3.25 HC-\$38.55**

Descriptors—Art, Biographies, \*Braille, Childrens Books, Counseling, Dictionaries, \*Exceptional Child Education, Family Life Education, Health, Home Economics, Industrial Arts, Instructional Materials, Language Arts, Languages, \*Large Type Materials, Mathematics, Occupational Information, Philosophy, Physical Education, Psychology, Religion, Sciences, Social Sciences, \*Talking Books, \*Visually Handicapped

Intended as a source of information for the benefit of transcribers, school administrators, teachers, librarians, students, parents, and all workers for the blind, the catalog contains an alphabetical listing, by subject area, of completed titles of books listed in the Central Catalog of volunteer produced braille, large type and recorded textbooks. Commercially produced large type textbooks and supplementary reading materials are also cited. Although the catalog cannot be supplied to individuals, copies are

available at all residential schools for the blind, state departments of education, Instructional Material Centers, major volunteer transcribing groups, agencies for education of visually handicapped, and commercial producers of large type. Supplements will be issued periodically. (CO)

ED 035 115 EC 004 264

Stirling, Nora DiMichael, Salvatore

**The Picnic Basket.**

Family Services Association of America, New

York. Plays for Living.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date [65]

Note—50p.

**EDRS Price MF-\$0.25 HC-\$2.60**

Descriptors—\*Adjustment (to Environment), \*Emotionally Disturbed, \*Exceptional Child Services, Human Relations, Interpersonal Relationship, Mental Health, Mental Illness, Public Relations, Skits, \*Vocational Adjustment, Vocational Counseling, Vocational Rehabilitation

The one-act play dramatizes the problems and possibilities of the rehabilitation of the mentally ill, particularly the discharged patient from state mental hospitals. It creates characters with familiar prototypes, underlining a situation in which a discharged mental patient finds a job with the help of a rehabilitation counselor and encounters problems in getting along with his co-workers. To help make the lesson more learnable and usable, a comprehensive discussion guide is supplied with the play. (LE)

ED 035 116 EC 004 267

Goldberg, Maxwell H., Ed. Swinton, John R.,

Ed.

**Blindness Research: The Expanding Frontiers; A Liberal Studies Perspective.**

Pub Date 69

Note—544p. Proceedings of the National Consultation Concerning Needed Research in the Behavioral Sciences and the Humanities with Reference to Problems Related to Blindness (University Park, Pa., April 9-12, 1967).

Available from—Pennsylvania State University Press, University Park Station, Pennsylvania 16802 (\$12.50)

**Document Not Available from EDRS.**

Descriptors—\*Adjustment (to Environment), Adolescents, Agency Role, \*Counseling, Educational Research, \*Exceptional Child Research, Family Relationship, Motivation, \*Multiply Handicapped, Occupational Guidance, Older Adults, Parent Child Relationship, Personal Adjustment, Research Needs, Services, Social Attitudes, Social Life, Technological Advancement, \*Visually Handicapped, Vocational Adjustment, Vocational Rehabilitation

Papers presented during a national conference on research on blindness are concerned with the following: the individual, stress, and the new world of social and technological change; parent-child relationships; old age; childhood and adolescence; social participation and citizenship; motivation; and education. Also discussed are stress and reaction to loss, counseling, the agency and the person, placement and occupation, the multiply handicapped blind (4 presentations) and the human values of the research frontier. Two contributions by major speakers in each area are followed by sessions reports; references are listed after each chapter. (LE)

ED 035 117 EC 004 278

**Mental Retardation: Construction Program.**

Secretary's Committee on Mental Retardation (DHEW), Washington, D.C.

Pub Date Mar 69

Note—69p.

**EDRS Price MF-\$0.50 HC-\$3.55**

Descriptors—\*Community Programs, Community Services, Construction Programs, Etiology, \*Exceptional Child Services, Facilities, Federal Programs, Financial Support, \*Mentally Handicapped, \*National Programs, Physical Facilities, Prevention, Professional Training, Program Costs, Research and Development Centers

Federally funded construction programs for the retarded included are the following: 12 research centers in which biological, medical, social, and behavioral research is conducted to investigate the causes and prevention of mental retardation; 18 university-affiliated facilities for inter-disciplinary



nary training of professional and technical personnel for research and service careers; and 242 community facilities to provide comprehensive community services to the retarded. Public Law 88-164, which authorized construction programs for the mentally retarded, the current status of programs, and federal funding are reported. Photographs and charts are provided. (LE)

ED 035 118 EC 004 279

Kirk, Samuel A. *And Others*  
**You and Your Retarded Child. A Manual for Parents of Retarded Children.**

Pub Date 68

Note—164p.

Available from—Pacific Books, Publishers, P.O. Box 558, Palo Alto, California 94302 (\$1.50)

Document Not Available from EDRS.

Descriptors—Behavior Development, Behavior Problems, Child Development, Child Rearing, Community Programs, \*Exceptional Child Services, Language Development, \*Mentally Handicapped, Mental Retardation, Parent Child Relationship, \*Parent Counseling, \*Parent Participation, Residential Care, Self Care Skills, Social Development

The book offers advice to parents of retarded children in recognizing and facing inherent problems and provides insight into their own emotional needs and those of their child. Levels of retardation are described and assistance given to aid parents in determining how retarded their child is and whether to send the child to a residential school or keep him at home. Specific suggestions are made for helping the child to help himself, to become more independent, to play, to talk, to gain acceptance, and to control his behavior. A total program for the retarded in the community is discussed. (LE)

ED 035 119 EC 004 284

Berry, Mildred Freburg  
**Language Disorders of Children: The Bases and Diagnoses.**

Pub Date 16 Jun 69

Note—460p.

Available from—Appleton-Century-Crofts, 440 Park Ave. South, New York, N.Y. 10016 (\$8.50)

Document Not Available from EDRS.

Descriptors—Behavior Development, Case Studies (Education), Child Language, \*Clinical Diagnosis, Diagnostic Tests, \*Language Development, \*Language Handicapped, Learning, Motor Development, Neurological Organization, Neurology, Psycholinguistics, Psychological Tests, Rating Scales, Speech Tests, Speech Therapy, Systems Analysis, Testing, Verbal Learning

Taking an interdisciplinary approach, the text is intended as an introduction to language disorders in children. Aspects of tracking language in the nervous system considered include neural substrates of language development, operational systems, and operational mechanisms. Language and learning are discussed in terms of the psychological parameters of language learning and the development of language in the child; the evaluation of the linguistically handicapped child is described with reference to the longitudinal study of verbal and nonverbal behaviors, diagnostic testing of oral language, and testing abilities associated with language learning. Profiles are provided of five children with disorders of verbal communication. Information regarding diagnosis is appended. (GD)

ED 035 120 EC 004 292

[High School Sheltered Workshop for the Retarded in Missouri. Final Report.]

Project, Inc., St. Louis, Mo.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 61

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—\*Community Programs, Contracts, Demonstration Projects, Employment Potential, Evaluation Methods, \*Exceptional Child Services, Income, Job Placement, \*Mentally Handicapped, Prevocational Education, Rehabilitation Programs, \*Sheltered Workshops, Staff Role, Vocational Counseling, \*Vocational Rehabilitation, Young Adults

A 3-year demonstration project at a sheltered workshop has provided prevocational training for 137 mentally retarded young adults, placed 28 of

them in industry, and employs 38 in the sheltered workshop. The report includes goals and objectives of the project, project organization and operation, training procedures and techniques, contract procurement, sheltered employment and placement data, community relationship and public education, summary and conclusions, future plans and developments, considerations for the future, and data on finances, contract earnings, trainee characteristics (age, sex, length of training, wages, vocational placement), and a rating scale of trainee employability. (LE)

ED 035 121 40 EC 004 361

Warner, Dennis A. *de Jung, John E.*

**Goal Setting Behavior as an Independent Variable Related to the Performance of Educable Mentally Retarded Male Adolescents on Educational Tasks of Varying Difficulty. Final Report.**

Washington State Univ., Pullman.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-I-115

Pub Date Mar 69

Grant—OEG-9-8-070115-0080(032)

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Adolescents, Aspiration, Educable Mentally Handicapped, \*Exceptional Child Research, Feedback, \*Goal Orientation, Institutionalized (Persons), Males, \*Mentally Handicapped, Motivation, Spelling, Task Performance, Testing

To investigate the effects of goal setting upon the spelling performance of educable mentally retarded male adolescents, comparisons were made between institutionalized and non-institutionalized subjects on the effects of goal setting and of task difficulty upon performance. A pilot study developed appropriate educational tasks for use in later testing with standardization of instructions and experimental procedures. Forty institutionalized and 40 special education educable mentally retarded male adolescents, randomly selected from among the 93 pilot study subjects, were assigned to one of the following four treatment groups: easy task-knowledge of past performance plus statement of goal, hard task-knowledge of past performance plus statement of goal, easy task-knowledge of past performance only, and hard task-knowledge of past performance only. The 80 subjects were tested alone on the spelling tasks by a single experimenter. Results indicated that higher scores were associated with goal setting than with feedback in formation only, and that higher scores were associated with the easy task rather than with the hard task. The expectation that goal setting would be superior to non-goal setting in terms of performance on a hard task but not on an easy task was upheld for the public school sub-sample but not for the institutionalized sub-sample. (Author/LE)

ED 035 122 40 EC 004 362

Coates, Nadine H. *And Others*

**Characteristics of Children Receiving Speech and Hearing Service in Los Angeles Area Schools. Final Report.**

Los Angeles County Superintendent of Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0472

Pub Date Apr 69

Grant—OEG-9-8-070472-1732

Note—654p.

EDRS Price MF-\$2.75 HC-\$32.80

Descriptors—Auditory Evaluation, \*Aurally Handicapped, Bilingual Students, Community Programs, Conference Reports, Elementary Grades, \*Exceptional Child Education, Hearing Loss, Hearing Therapists, Hearing Therapy, \*Language Handicapped, Special Services, Speech Evaluation, \*Speech Handicapped, Speech Pathology, Speech Skills, Speech Therapists, Speech Therapy, Statistical Data, Voice Disorders

Identifiers—California, Los Angeles County

The characteristics of pupils receiving service in speech and hearing programs are presented in detail utilizing a newly developed standard case record. The evaluation of the strengths and weaknesses of the case record and the identification of areas in which school clinicians have difficulty obtaining information have been incorporated into the project. The description of the project is

in three parts. Volume I contains the results of a workshop for participating districts. The workshop examined the project data, identified problem areas, reported on related research and considered the role of the speech and hearing specialist in educational services. Volume II contains detailed descriptions of pupils in the complete caseloads of 212 school clinicians in 39 school speech and hearing programs in 1966-67. Volume III consists of the results of three studies of clinician agreement and reliability. The studies represent a first step toward identifying critical areas of disagreement in assessing oral communication skills. The volumes are bound together in the form of a final report. (Author/WW)

ED 035 123 40 EC 004 388

Fudell, Stanley E.

**A Color Motion Picture Film to Aid in the Recruitment of Prospective Teachers for Exceptional Children. Final Report.**

Southern Regional Education Board, Atlanta, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2392

Pub Date Jun 68

Grant—OEG-2-6-062392-1878

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—\*Exceptional Child Education, Film Production, \*Handicapped Children, Recruitment, \*Sound Films, \*Teacher Recruitment

A 28-minute professional recruitment film aimed at teenagers, college freshmen and sophomores, women seeking a second career, teachers, and the lay public was developed to attract more candidates into special education teacher preparation. The film, which shows all types of handicapped children in classroom and camp settings, gives a positive picture of exceptional children and special education. The story line revolves around a teen age boy sky diver who becomes involved with a 10-year old retarded and his pretty sister, and proceeds to the parashutist's acceptance of the retarded boy and his experiences as a counselor in a camp for the retarded. The film is loaned free by the National Medical Audio Visual Center of the Public Health Service in Chamblee, Georgia. (LE)

ED 035 124 EC 004 450

Vail, David J.

**Mental Health Systems in Scandinavia.**

Pub Date 68

Note—157p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$8.00)

Document Not Available from EDRS.

Descriptors—Alcoholism, Corrective Institutions, Drug Addiction, Emotionally Disturbed, Epilepsy, \*Exceptional Child Services, Financial Support, Foreign Countries, Institutionalized (Persons), Manpower Needs, \*Mental Health, Mental Health Clinics, Mental Health Programs, \*Mental Illness, Mentally Handicapped, \*Program Guides, Psychiatric Hospitals, \*Psychiatric Services, Residential Programs, State Programs

Identifiers—Scandinavia

The guidebook is introduced by general observations on the Scandinavian countries concerning history, social policy, medicine, mental health, and psychiatric diagnosis. Discussed individually for Norway, Sweden, and Denmark are the following areas: mental health programs and statistics; mental illness programs, regional, hospital, aftercare, children, and future plans; retardation programs, facilities and plans; programs for alcoholism, narcotic addiction, epilepsy, maximum security, forensic institutions; and manpower and fiscal concerns. Also presented are the hospitalization and commitment procedures and forensic techniques used in each country including sterilization and castration, plus individual programs of special interest in Norway and Sweden. A bibliography is presented for each country, and appendices of services, research proposals, and comparative statistics are provided. (JM)

ED 035 125 EC 004 472

Vassar, William G., Ed. *Renzulli, Joseph S., Ed.*  
**The Gifted Child in Connecticut: Practical Suggestions for Program Development.**

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Report No—Bull-108

Pub Date [68]

Note—85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—Acceleration, Administrator Role, Creativity, \*Educational Programs, \*Exceptional Child Education, \*Gifted, Grouping (Instructional Purposes), Identification, Program Development, \*Program Planning, State Legislation, Teacher Role

Identifiers—Connecticut

Materials are presented to assist local school personnel in the adoption of successful programs and services for gifted and talented pupils. Articles offering solutions to problems in, or suggesting ideas and guidelines for, educational programming include the broadening concepts of giftedness, by E. Paul Torrance; justification for special programs, and initial practical requirements for developing local programs, both by Virgil S. Ward; homogeneous grouping, by Walter B. Barbe; a plan for identification, by John C. Gowan; acceleration, by Mary M. Pilch; and seven essentials of programs, by Joseph S. Renzulli. Other articles furnish lists of questions for staff evaluation of the gifted problem, outline the role of local administrators and of the state department of education, suggest criteria by which to guide programs, and list some of the current practices being followed in programming in the nation's secondary schools. How the teacher can further creativity is the subject of material adapted from E. Paul Torrance and from John C. Gowan and George D. Demos. Several school systems and special projects in Connecticut and Massachusetts are recommended for visitation, and guidelines for Connecticut administrators, based upon legislative enactments, are suggested. (WG)

ED 035 126

EC 004 551

Handbook for Teachers of the Educable Mentally Retarded.

Hamilton County Public Schools, Ohio.

Pub Date [69]

Note—61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—Administrator Guides, County School Systems, \*Educational Programs, Employers, \*Exceptional Child Education, Instructional Materials Centers, Instructor Coordinators, Job Placement, Labor Laws, \*Mentally Handicapped, Parent Teacher Conferences, \*Program Administration, Records (Forms), Special Classes, Special Services, Speech Therapy, State Standards, Student Placement, Vocational Education

Identifiers—Hamilton County (Ohio), Ohio

The philosophy of special education for the educable mentally handicapped is defined by the Hamilton County (Ohio) school system; state standards for special units for the educable are detailed in the areas of general organization, eligibility, class size and age range, housing and equipment and materials, program, and teacher qualification. Information is also given on instructional materials centers, student referral and placement, and policy for inclusion in speech therapy. In addition, the County's special education teachers are identified, the calendar for the 1969-70 school year is provided, goals of the curriculum committee are presented, and professional organizations and conventions are named. The work study area is then detailed with information given on its nature and its coordinator as well as the following: the senior evening seminar, reporting procedures, postgraduate followup, change of job procedures, and legal aspects of employment. Further information concerns special community agency resources, suggestions for making job placement contacts, coordinator meetings, extended summer services, parent conferences, and policy on late entrants into work study. Eighteen work study forms are also provided. (JD)

ED 035 127

EC 004 589

West, D. J.

Present Conduct and Future Delinquency: First Report of the Cambridge Study in Delinquent Development.

Pub Date 69

Note—207p.

Available from—International Universities Press, Inc., 239 Park Ave. South, New York, N.Y. 10003 (\$8.50)

Document Not Available from EDRS.

Descriptors—\*Behavior Development, Behavior Patterns, Child Rearing, \*Delinquency, \*Delinquency Causes, \*Disadvantaged Youth, Environmental Influences, \*Exceptional Child Research, Family Environment, Family Structure, Intelligence Level, Longitudinal Studies, Lower Class Students, Personality, Socioeconomic Status, Urban Areas

Identifiers—Great Britain

The first phase of an 8-year longitudinal study of the onset and development of delinquency and behavior problems recruited 400 eight- and nine-year-old boys in a densely populated working class urban district. Assessment was made through psychological tests, teachers' and psychiatric social workers' reports, and parent interviews and questionnaires. Results suggested that family income and social level influenced the boys' conduct and performance more than personal and psychological factors did. For example, boys in families rated socially handicapped almost never obtained the best conduct rating; in addition, 76% of these boys tested below average in intelligence as opposed to 42% of the rest of the sample. Information gathered concerned the neighborhood and the subjects studied, conduct and personality at age 8, adversities of home background, and special criminogenic factors. (JD)

ED 035 128

EC 004 611

Wyatt, Gertrud L.

Language Learning and Communication Disorders in Children.

Pub Date 69

Note—372p.

Available from—The Free Press, 866 Third Avenue, New York, New York 10022

Document Not Available from EDRS.

Descriptors—Articulation (Speech), Case Studies (Education), Child Language, Clinical Diagnosis, Disadvantaged Youth, \*Exceptional Child Education, Interdisciplinary Approach, \*Language Development, \*Language Handicapped, Learning Disabilities, Parent Child Relationship, Perceptually Handicapped, Research Reviews (Publications), \*Speech Handicapped, Speech Improvement, \*Speech Therapy, Stuttering

To describe language development, two longitudinal case studies and a model for studying the patterns of interaction between children and adults are provided. Three groups of children exhibiting developmental speech and language disorders are then presented. First, stuttering children are discussed, with attention given to theory and experimental studies, therapy with the children and their parents, illustrations of the therapeutic process, treatment results, and administration of treatment programs. Second, children with severely defective articulation are dealt with; and, third, children with multiple motor-perceptual and language disabilities are considered, with projects and cases reviewed. In addition, differential diagnosis, and children in need of compensatory language training are discussed and a comprehensive approach to communication disorders in children is detailed. (JD)

ED 035 129

EC 004 668

McLeod, Pierce H.

The Undeveloped Learner: A Developmental-Corrective Reading Program for Classroom Teachers.

Pub Date 68

Note—104p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$5.75)

Document Not Available from EDRS.

Descriptors—Auditory Training, Educational Diagnosis, Educational Needs, \*Exceptional Child Education, \*Identification, Inservice Teacher Education, \*Learning Disabilities, Perceptual Motor Coordination, Perceptual Motor Learning, Records (Forms), Remedial Reading, \*Student Evaluation, \*Teaching Methods, Test Interpretation

A program for undeveloped learners is described and includes instructional models and testing methods for discovering these children. The instructional needs of the undeveloped learner and some methods of meeting those needs are discussed; those mentioned are auditory and visual-motor learning, auditory skill development activity, motor, ocular-motor, and visual motor patterning, developing word recognition skills,

and developing visual skill activities. The instructional methods, materials, and organization, program evaluation, and teacher inservice education are considered. The teacher's handbook concerning plastic overlays, motor patterning, posture, eye movement, listening post, handwriting, reversals, visual teaching, vocabulary development, rote phonics, models for tracing (V.A.K.T.), word study, word learning, Tachist-O-Flasher, word file, structural analysis, directed reading, and oral reading is provided. (JM)

ED 035 130

EC 004 692

Baumgartner, Bernice B. Shultz, Joyce B.

Reaching the Retarded Through Art.

Pub Date 69

Note—80p.

Available from—Mafex Associates, Inc., P.O. Box 519, Johnstown, Pennsylvania 15907

Document Not Available from EDRS.

Descriptors—Art, \*Art Activities, Art Materials, \*Exceptional Child Education, Freehand Drawing, \*Mentally Handicapped, Multiply Handicapped, Painting, Program Guides, Psychomotor Skills, Self Concept, \*Teaching Methods

Included in the manual on art are suggestions concerning growth through a good classroom climate, orderly arrangements, displays, and a good visual experience; a view of development through art, concept differentiation, motor and sensory skills, self fulfillment and thought processes, and art as therapy; and the art program itself. The program consists of drawing and painting; playing with blocks; tearing, cutting, folding, and pasting; printing; modeling; using fabric; creating three dimensional objects with cardboard, wood, and scrap materials; and learning to think, write, use the body, and learn number concepts. Also provided are numerous examples of art work and a program illustrating the materials used, the learning process involved, possible related experiences, and utilizing art techniques throughout the school curriculum. (JM)

ED 035 131

EC 004 693

Special Study Institute for Teachers of Educationally Handicapped.

Colorado State Dept. of Education, Denver, Div. of Special Education Services.

Pub Date Jan 69

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Auditory Perception, \*Exceptional Child Education, Identification, \*Learning Disabilities, Psycholinguistics, Spelling, \*Teaching Methods, Thought Processes, Visual Perception

Talks presented by Doris Johnson and Regina Cicci at an institute for teachers of the educationally handicapped are summarized and include identification and remediation of auditory receptive language disorders, disorders of spelling and written language, an analysis of reading methods, an analysis check list, disorders of quantitative thinking, and questions from the final session of the institute. These are concerned with medical history, threats, the child's moods, teaching style, praise, hyperactivity, goal setting, and student reactions. Included in each section are practical suggestions for alleviation of the individual problems. (JM)

ED 035 132

EC 004 694

Identification of Aurally Handicapped Children and Methods and Procedures of Developing a Program.

Colorado State Dept. of Education, Denver, Div. of Special Education Services.

Pub Date 67

Note—82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—Audiologists, Auditory Evaluation, Auditory Training, \*Aurally Handicapped, Early Childhood, \*Educational Planning, \*Exceptional Child Education, Hearing Clinics, \*Identification, Residential Schools, State Programs, \*Teacher Role

Identifiers—Colorado

An article on identification of preschool and school age aurally handicapped children and program development by John J. O'Neill precedes discussions of the role of the audiologist in evaluation of these children by Jack A. Wilford, and educational aspects of planning by John J. O'Neill. Three articles are presented on the role of the teacher in education of the aurally handicapped child by Gladys Whorton, James O.



Kirkley, and Milo Henkel. Also discussed are an overview of the Colorado Hearing Conservation Program (David Zink), the work of the training institution (Jerome G. Alpinier), and the role of the residential school for the deaf (Armin G. Turechek). Included are the institute program and a list of participants. (JM)

ED 035 133

EC 004 699

Farber, Bernard

**Mental Retardation; Its Social Context and Social Consequences.**

Pub Date 68

Note—287p.

Available from—Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107 (\$5.75)

**Document Not Available from EDRS.**

Descriptors—Age Differences, \*Community Attitudes, Disadvantaged Youth, Educational Programs, Employment, Environmental Influences, \*Exceptional Child Education, \*Family Relationship, Heredity, \*Incidence, Institutions, \*Mentally Handicapped, Parent Associations, Residential Care, Rural Urban Differences, Sex Differences, Social Mobility, Social Problems

Concerned with mental retardation as a social product, the following topics are discussed: mental retardation as a social phenomenon, the concept of the retarded as surplus population, labeling and incompetence in relation to life chances, mental retardation as deviance and as incompetence, and findings on the prevalence of retardation in the United States and Europe. Variations in the prevalence of retardation according to age, sex differences, community differences, heredity and environment, differential fertility, and differential death rates are considered as are public and private cultures and the private and public self. Regarding treatment in contemporary society, 19th century views, current social movements, and ideas of local parent groups are explored. Attention is given to families of the severe and educable mentally retarded; revision of age and sex roles and of community relationships; the history and role of institutions in relation to the family and social organization; educational programs, occupations, and social mobility; and the social context and consequences of mental retardation. (JM)

ED 035 134

EC 004 736

**Take the Train Out of Trainable; Conference Proceedings of Institute for Teachers of TMR.**

Georgia State Dept. of Education, Atlanta. Div. of Special Education and Pupil Personnel Services.

Pub Date 69

Note—66p.

**EDRS Price MF-\$0.50 HC-\$3.40**

Descriptors—Art, Behavior Change, Community Role, \*Educational Programs, \*Exceptional Child Education, Handicrafts, Health Programs, Language Development, Mentally Handicapped, Physical Education, Physical Environment, Program Planning, Psychological Evaluation, Recreation, Reinforcement, Student Evaluation, Teaching Methods, Testing, \*Trainable Mentally Handicapped

Conference papers are concerned with the overall curriculum for the trainable mentally handicapped, physical education and recreation, a psychological evaluation, arts and crafts and associated learning, and language development. Discussed are matters of contingency management in the classroom, programming, evaluation and testing instruments, reporting to parents, individual evaluation of the children, and planning a health program for mentally retarded children. The problems of physical environment as related to special education and the role of the community are also included. (JM)

ED 035 135

EC 004 755

**Report of the Joint Commission on Mental Health of Children, Inc.**

Foundation for Child Mental Welfare, Inc., New York, N.Y.

Pub Date 69

Note—852p.

Available from—Harper and Row, Inc., 49 East 33rd Street, New York, N.Y. 10016

**Document Not Available from EDRS.**

Descriptors—Adolescents, \*Child Development, Disadvantaged Youth, Economically Disadvantaged, Educational Needs, Emotionally Disturbed, Employment Problems, \*Excep-

tional Child Services, Family Life, \*Mental Health, Mental Health Programs, Minority Group Children, Personnel Needs, Rehabilitation, Research Needs, School Role, Social Development, Social Influences, \*Social Services, Youth Problems

Introduced by extensive background and recommendations, the text discusses the problems of the impact of contemporary American society on the mental health of children and youth and on family life. Information is presented on poverty and mental health, on the mental health problems of children of minority groups, on emotionally disturbed children and youth, on the social-psychological aspects of normal growth and development of infants, children, adolescents, and youth, on education and the mental health of children, on employment problems related to mental health, on human resources for services to others, and on research issues in the field of mental health and child development. Appendixes include facts on legislation, the administrative organization of the Joint Commission, and sources of financial support. (JM)

ED 035 136

EC 004 788

**Mental Health Services for Children; Focus: The Community Mental Health Center.**

National Inst. of Mental Health (DHEW), Chevy Chase, Md. Center for Studies of Child and Family Mental Health.

Pub Date Oct 68

Note—24p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.30)

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—\*Community Health Services, Community Programs, Consultation Programs, Cooperative Programs, Day Care Programs, Educational Programs, \*Emotionally Disturbed, \*Exceptional Child Services, Health Personnel, Medical Services, \*Mental Health, Mental Health Programs, Physical Facilities, Prevention, Professional Training, \*Psychiatric Services, Special Programs

The need to help the emotionally disturbed is discussed with a focus on community mental health centers. Psychiatric services described are diagnosis, inpatient care, day care, outpatient care, emergency care, continuity of care and services, and care adjusted to age groupings ranging from infancy to adolescence. Aspects of the community goal of prevention considered are detection through consultation; the education of teachers, parents, and the general public; and special programs, such as tutoring, designed to help poverty areas. Attention is also given to research and evaluation, the training of staff and professional personnel, the facilities and physical plants of institutions, and plans for establishing a community mental health center. (JM)

ED 035 137

EC 004 790

**Better Education for Handicapped Children. Annual Report, FY 1968.**

Office of Education (DHEW), Washington, D.C.

Bureau of Education for the Handicapped.

Pub Date Jun 69

Note—42p.

**EDRS Price MF-\$0.25 HC-\$2.20**

Descriptors—Administration, \*Annual Reports, Aurally Handicapped, Emotionally Disturbed, \*Exceptional Child Education, Expenditures, \*Federal Aid, Federal Legislation, \*Handicapped Children, Incidence, Inservice Teacher Education, Mentally Handicapped, Physically Handicapped, Professional Education, Program Costs, Program Evaluation, Special Services, Speech Handicapped, State Programs, Visually Handicapped

Included in the report are an overview of federal assistance to special education, graphs indicating percentages of handicapped children who have been served (broken down by type of handicap and by state), and program expenditures listed according to types served and services provided. Also discussed are the benefits of individual instruction, training programs for personnel, and program achievements with statements from 14 states concerning their programs. Public Law 89-313 is reviewed by types of handicapped children, length of program, the total expenditure by type, expenditure by type of service, objectives in organization and instructional areas, and allocations to state agencies. Also outlined is a

review of Title IV-A by type of handicap, geographical area, length of program, expenditures by types of service and types of handicaps, by total school district, and by total expenditures for projects and state administration. Graphs and charts are provided throughout. (JM)

ED 035 138

EC 004 795

Page, William R.

**Instructional Systems for Students with Learning Disabilities; Junior High School Program.**

Central Midwestern Regional Educational Lab.,

St. Ann, Mo.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date Sep 68

Note—11p.

**EDRS Price MF-\$0.25 HC-\$0.65**

Descriptors—Developmental Programs, \*Exceptional Child Education, Individualized Instruction, Junior High School Students, \*Learning Disabilities, \*Nonauthoritarian Classes, \*Program Descriptions, Remedial Programs, Self Help Programs, Social Development, Student Attitudes, Student Developed Materials, Student Participation, Student Teacher Relationship, Tutoring, Underachievers, Ungraded Curriculum

To establish a remedial and developmental program for seventh and eighth graders with indications of learning disabilities, groups of children, 1-year or more below grade level in reading and arithmetic skills and recommended by teachers, were enrolled in a special pilot program. Within the 6-hour day were physical education, music, art, industrial arts, homemaking, English, math, social studies, and science in unstructured blocks of time. The techniques employed were children helping each other, making their own worksheets and tests, charting their own progress, tutoring those in lower grades, doing independent projects, and using and devising their own diagnostic tests. The results indicated that the children developed better attitudes and enjoyed school more, improved in social skills, learned to progress by their own efforts, worked harder, and gained more than a full school year's progress.

The teachers were able to individualize instruction to a large extent which proved very beneficial. (JM)

ED 035 139

EC 004 796

Van Wessem, Katherine

**A Tutoring Program: The Second Year.**

Central Midwestern Regional Educational Lab.,

St. Ann, Mo.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date Jul 68

Note—50p.

**EDRS Price MF-\$0.25 HC-\$2.60**

Descriptors—Educational Methods, Elementary Grades, \*Exceptional Child Education, Individualized Instruction, Junior High School Students, Learning Difficulties, \*Program Evaluation, Self Concept, Social Development, Student Attitudes, Student Improvement, Student Motivation, Student Participation, Student Reaction, Student Role, Student Teacher Relationship, \*Tutorial Programs, Tutoring, \*Underachievers

Underachievers from junior high grades were assigned to tutor younger children classified as slow learners. Tutors volunteered and were given choices as to what they would teach; however, stress was usually on their own educational needs. No research was presented but a general evaluation of the program indicated success. Students learned from teaching, became more aware of their own educational problems and possible solutions, developed social skills, and generally increased in self confidence and self esteem through the program. Appendixes are included which contain a summary of the program, an evaluation of the tutoring aspect (1967), a list of participants, and examples of publicity used. Student comments are featured throughout. (JM)

ED 035 140

EC 004 797

Hamblin, Robert L. Buckholdt, David

**Structured Exchanges and Childhood Learning:**

**Hyperaggressive Children. Program Activity 12.**

Central Midwestern Regional Educational Lab.,

St. Ann, Mo.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Report No—PR-1

Pub Date 67



Contract—OEC-3-7-062875-3056

Note—89p.

EDRS Price MF-\$0.50 HC-\$4.55

Descriptors—\*Aggression, \*Behavior Change, Behavior Problems, Behavior Theories, Case Studies (Education), Controlled Environment, \*Emotionally Disturbed, \*Exceptional Child Research, Habit Formation, Hyperactivity, Motivation, Negative Reinforcement, Operant Conditioning, Positive Reinforcement, \*Reinforcement, Reinforcers, Rewards, Social Reinforcement, Teaching Methods, Therapeutic Environment

Recognizing that punishment for aggression often is noneffective or inadvertently reinforces the aggressive act, the authors discuss an alternative approach and provide an explanation of the exchange theory of aggression. Three classroom experiments, operated with children chosen as the most severe behavior problems in a local school system, are reported. Teachers were initially allowed to teach as they usually would to provide baseline data. Observational reports showed chaotic classrooms with the teachers rewarding aggressive behavior. Token exchange systems were introduced according to the needs of the classroom. Anecdotal records and tables of data showed substantial reduction of hyperactive behavior and destructive acts with a resulting significant increase in attention level and class cooperation. Reversals of the conditions with the return to the baseline, no token exchange environment, showed a return to the original aggressive behavior, however, when the token exchange system for cooperation was reinstated, a significant decrease of aggressive acts resulting in a more productive learning environment was noted. Case studies detail the effects of the exchange system on two pupils and show the effect of restructuring the rewards in token exchange programs which were not immediately effective. (WW)

ED 035 141 EC 004 798

Hamblin, Robert L. Buckholdt, David  
Structured Exchange and Childhood Learning:  
Ghetto Children. Program Activity 12.  
Central Midwestern Regional Educational Lab.,  
St. Ann, Mo.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Report No—PR-2

Pub Date 67

Contract—OEC-3-7-062875-3056

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Academic Achievement, Behavior Change, Behavior Theories, Case Studies (Education), \*Disadvantaged Youth, Educational Methods, \*Exceptional Child Research, \*Ghetos, Individual Development, \*Low Achievers, Negro Students, Peer Teaching, Program Evaluation, \*Reinforcement, Reinforcers, Student Improvement, Teacher Role, Verbal Development

Program descriptions are introduced by theories of the reasons for the apparent low IQ of many black ghetto children. The theories are the genetic, the stimulus deprivation, the expectation, and the learning-exchange theory. Five experiments with ghetto underachievers are described. The first was designed to use token exchange in a remedial class with good work completion resulting from the top two-thirds of the class of 33. The second experimental group showed marked improvement in a delayed exchange, after-school program. Social communication and increased verbalization resulted in experiment three with continuous token exchange being utilized with four non-verbal children. Student-peer tutoring in the fourth coupled with immediate exchange produced good improvement, and the entire group showed marked improvement in reading ability and IQ at the end of the full year program (experiment five). A case study and tables of results are included. (JM)

ED 035 142 EC 004 802

Hensley, Gene McAlees, Daniel  
Rehabilitation Counselors for the West.  
Western Interstate Commission for Higher Education,  
Boulder, Colo.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.; United  
Cerebral Palsy Association, New York, N.Y.

Pub Date 68

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Counselor Qualifications, Counselors, Counselor Training, Doctoral Programs, Employment, \*Exceptional Child Services, \*Personnel Needs, Professional Personnel, \*Rehabilitation Counseling, Vocational Counseling

Identifiers—Western United States

The report includes the following tables on the need for rehabilitation counselors in the West: the number of employed counselors, the degree status of employed counselors, the annual demand for rehabilitation counselors, a summary of this annual demand, estimates of the future annual demands, and the estimated demands for counselors by categories. Tables are also presented concerning the supply of rehabilitation counselors, the employment status of graduates, the projected enrollment of full-time students, the deterrents to expansion of student enrollment, the need for doctoral level personnel, and the expected number of doctoral level graduates. Also provided is a summary of the supply and demand of trained counselors. (JM)

ED 035 143 EC 004 804

Young, Howard D.

Independent Living: A Study of Rehabilitation of  
Physically Handicapped Adults Living in Foster  
Homes; Social Work Intervention in the Adaptation  
to Family Environment. Final Report.

New York Service for Orthopedically Handicapped, N.Y.

Spons Agency—Social and Rehabilitation Service  
(DHEW), Washington, D.C.

Pub Date Oct 66

Note—279p.

EDRS Price MF-\$1.25 HC-\$14.05

Descriptors—Adults, Counseling Effectiveness, \*Exceptional Child Services, Family Environment, Family Influence, \*Foster Family, Institutionalized (Persons), Interpersonal Relationship, Orthopedically Handicapped, \*Physically Handicapped, \*Program Evaluation, \*Rehabilitation Programs, Social Adjustment, Social Services, Social Workers, Success Factors, Vocational Counseling

As an alternative to unnecessary inpatient care of adults with orthopedic disabilities, the Independent Living Project (ILP) placed persons who were institutionalized without need and persons who were living in the community under unsatisfactory circumstances in foster homes. Information is presented on the intake procedures, homefinding techniques, matching client to foster home problems, counseling services, and the employment procedures used in the project. The characteristics of the ILP clients and foster families and the effects of social work intervention are enumerated with summary tables of data clarifying the placement results. Nine major areas of concern were identified. Each area is delineated with a list of recommendations and implications. These include the procedures for moving the disabled into suitable environments, the applicability of foster homes for the disabled, the alternatives for living environments, the opportunity to participate in training for social skills, the compilation of a central record file or data bank, the effect of the work experience and its importance, the cooperation of community organizations for the disabled, the need for the coordination of personnel services, the allocation of personnel and types of services offered, and final conclusions. (WW)

ED 035 144 EC 004 818

Rigby, Mary E. Woodcock, Charles C.  
Development of a Residential Education Program  
for Emotionally Deprived Pseudo-Retarded  
Blind Children, Volume I. Final Report.

Oregon State School for the Blind, Salem.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research.

Bureau No—BR-5-0400

Pub Date Apr 69

Grant—OEG-32-47-0000-1007

Note—133p.

EDRS Price MF-\$0.75 HC-\$6.75

Descriptors—\*Exceptional Child Education, Interpersonal Competence, Learning Activities, \*Multiple Handicapped, Physical Activities, \*Program Evaluation, Records (Forms), \*Residential Programs, Residential Schools, Sensory Experience, Social Adjustment, Teaching Methods, \*Visually Handicapped

To design a residential school program for multiply handicapped blind children and to develop

identifying procedures for prospects for this type of program, 15 children (ages 5 to 13, legally blind, educationally retarded, multiply handicapped) of both sexes were enrolled in a 12 month program. The curriculum was based on a systematic presentation of real experiences to build concepts, continual participation in physical activity, on sensory stimulation and the encouragement of social interaction, and on an adaptation of the Montessori method. The children were evaluated at the beginning and end of the program by a multi-disciplinary team. The results indicated that all children except one made some improvement with the younger children showing most progress. Self care skills and social skills were improved. Findings also suggested that a group of five would be the ideal size, grouping should be according to functional ability, parental visits and vacations are beneficial, records must be kept and consultants available for individual evaluations, personnel must be well trained and screened, and further study is needed in like programs. Case studies are presented in two volumes, EC 004 819. (Author/JM)

ED 035 145 EC 004 819

Rigby, Mary E. Woodcock, Charles C.  
Development of a Residential Education Program  
for Emotionally Deprived Pseudo-Retarded  
Blind Children, Volumes II and III. Final Report.

Oregon State School for the Blind, Salem.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research.

Bureau No—BR-5-0400

Pub Date Apr 69

Grant—OEG-32-47-0000-1007

Note—573p.

EDRS Price MF-\$2.50 HC-\$28.85

Descriptors—\*Achievement, Adjustment (Environment), \*Case Studies (Education), Eating Habits, \*Exceptional Child Research, Hygiene, Individual Development, Medical Case Histories, \*Multiple Handicapped, Performance, Physical Development, Psychological Evaluation, Psychomotor Skills, Student Placement, \*Visually Handicapped

A continuation of a report (EC 004 818) presents appended case studies of 15 children involved in a residential school program for the multiply handicapped blind. Each study provides information and developmental history, medical data, personal hygiene, eating habits, physical development, psychological adjustment, object recognition, classroom performance, placement recommendation, and a psychological evaluation. Each study is accompanied by tables of performance. (JM)

ED 035 146 EC 004 823

Hensley, Gene McAlees, Daniel  
Special Education in the West; Report of a Regional Survey by the Western Interstate Commission for Higher Education.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.; United  
Cerebral Palsy Association, New York, N.Y.

Pub Date Aug 69

Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—\*Exceptional Child Education, \*Incidence, \*Personnel Needs, \*Professional Education, Special Education Teachers, State Programs, State Surveys, Statistical Data, Student Enrollment, \*Teacher Education, Teacher Supply and Demand

Identifiers—Western States

The report is based on a survey conducted in 1968 and 1969, involving university and state special educators in 13 western states, which provided estimates of need, demand, and supply of special education personnel. Data is supplied for the following: number of children in the west receiving special education in 1967-68, incidence of exceptionalities, number of special educators employed in 1968-69, training programs offered in each area during 1968-69, and sequences of training programs (1967-68) by colleges and by area of exceptionality. A related table presents this information for 1958-59. Fulltime enrollments in western training programs and special degrees granted and sequences completed are shown for the decade 1958-1968. The number of students receiving financial support in 1967-68

and the numbers of faculty in 1968-69 and 1958-59 are reported. Summary sheets for each individual state are also included. (RJ)

ED 035 147 40 EC 004 824

Harrison, Robert J.  
A Demonstration Project of Speech Training for the Preschool Cleft Palate Child. Final Report.  
Miami Univ., Coral Gables, Fla. School of Medicine.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-6-1101

Pub Date Aug 69

Grant—OEG-2-6-061101-1553

Note—85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—Articulation (Speech), Case Studies (Education), \*Cleft Palate, \*Exceptional Child Research, Language Development, Parent Participation, \*Preschool Programs, Program Evaluation, Speech Evaluation, \*Speech Handicapped, Speech Improvement, Speech Therapists, \*Speech Therapy

To ascertain the efficacy of a program of language and speech stimulation for the preschool cleft palate child, a research and demonstration project was conducted using 137 subjects (ages 18 to 72 months) with defects involving the soft palate. Their language and speech skills were matched with those of a noncleft peer group revealing that the cleft group was significantly inferior in receptive and expressive language skills. The program consisted of stimulation in which the mother participated with the child for 1 hour each week; during the period the clinician worked directly with the child, counseled the mother and directed her participation, and observed the mother in language and speech stimulation. The results of the program indicated significantly better progress by those involved in the program, compared to a control group, in both language skills and speech skills. By the end of the program the children involved had skills commensurate with their chronological age. Appendices and extensive tables of results are included. (JM)

ED 035 148 40 EC 004 825

Harley, Randall K.  
Comparison of Several Approaches for Teaching Braille Reading to Blind Children. Final Report.  
George Peabody Coll. for Teachers, Nashville, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-6-2975

Pub Date Sep 69

Grant—OEG-2-7-002975-0453

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—Beginning Reading, Blind, \*Braille, \*Exceptional Child Research, Initial Teaching Alphabet, Instructional Materials, Partially Sighted, Program Development, Program Evaluation, \*Reading Instruction, Reading Materials, Research Needs, \*Visually Handicapped

To develop and test materials to be used in a later 2-year study to compare six approaches in teaching braille reading, materials in grade 1 and grade 2, braille, and phonemic braille media (both analytic and synthetic approaches), 39 subjects from six residential schools were evaluated. Special books were embossed in grade 1 and phonemic braille, and phonemic codes were prepared for use with the analytic and synthetic readers. The teachers were given a 3-day workshop preceding the program. They made daily progress reports and their reactions were used in the evaluation of each approach. At the end of the 1-year program the results indicated that phonemic braille could be used with beginning braille readers; the analytic approach appeared to function more effectively for the phonemic materials than the synthetic approach; grade 1 approaches were not adequately measured; and further research is necessary with development of more adequate materials utilized to make generalizations concerning approaches in braille reading. (Author/JM)

ED 035 149 40 EC 004 826

Guess, Doug And Others

A Language Development Program for Mentally Retarded Children. Volume I. Final Report.

Kansas Neurological Inst., Topeka; Kansas Univ., Lawrence.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-7-0815

Pub Date Aug 69

Grant—OEG-0-8-070815-0216(032)

Note—61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—Custodial Mentally Handicapped, \*Exceptional Child Research, Institutionalized (Persons), Intellectual Development, \*Language Development, Language Instruction, Language Programs, \*Mentally Handicapped, \*Nonprofessional Personnel, Oral Expression, Reinforcement, Speech Improvement, Speech Instruction

The utilization of non-professional personnel as language teachers was investigated using forty residents and an equal number of controls who were matched on the variables of CA, IQ, and Language Age (mean CA 13.28 and mean IQ 33). Two former psychiatric aids were trained as language developmentalists by classroom experiences, informal discussions and reading material pertinent to language acquisition. The language aids were provided with appropriate language development materials and supervised by a speech pathologist. A token reinforcement system was used in all classes. Results showed the children attending language classes made significantly greater raw score gains in the Illinois Test of Psycholinguistic Abilities than did the control group (CG) over the 18 month period. Significantly greater gains in IQ scores were made by the Language Training Group; their mean pre to post IQ score gains were 3.64 points compared to .22 points for the controls. Results suggested greater use of nonprofessional persons in the education of retarded children, while utilizing professionals as consultants. Lesson plans for this project can be found in EC 004 827. (Author/WW)

ED 035 150 40 EC 004 827

Guess, Doug And Others

A Language Development Program for Mentally Retarded Children. Volume II. Final Report.

Kansas Neurological Inst., Topeka; Kansas Univ., Lawrence.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No—BR-7-0815

Pub Date Aug 69

Grant—OEG-0-8-070815-0216(032)

Note—320p.

EDRS Price MF-\$1.25 HC-\$16.10

Descriptors—Auditory Discrimination, Cognitive Development, \*Curriculum Guides, \*Custodial Mentally Handicapped, \*Exceptional Child Education, \*Language Development, Language Instruction, Learning Activities, Lesson Plans, Memory, \*Mentally Handicapped, Reinforcement, Vocabulary Development

Activities geared to meet the needs and capabilities of low functioning residents (mental age 2 to 4 years) of an institution who were not benefiting from other language development material are given. The lessons incorporate material from other programs to form a series of 212 daily lesson plans. Each lesson is structured and self-explanatory and is centered around a token reinforcement system. Experiences for vocabulary recognition, conversation building, matching, critical thinking, following directions, and other language skills are described. The lesson plans contained in Volume II were developed in conjunction with the research project on A Language Development Program for Mentally Retarded Children. A full report of the methodology and results of the program is contained in Volume I, EC 004 826. (WW)

ED 035 151 40 EC 004 834

Easson, William M.

The Severely Disturbed Adolescent; Inpatient, Residential, and Hospital Treatment.

Pub Date 69

Note—249p.

Available from—International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 (\$6.50)

Document Not Available from EDRS.

Descriptors—Adolescents, Drug Therapy, Emotional Adjustment, Emotional Development, \*Emotionally Disturbed, Emotional Problems, \*Exceptional Child Services, Family Relation-

ship, Neurotic Children, Psychosis, \*Psychotherapy, \*Residential Care, Staff Role

The text is an attempt to clarify specific indications for hospital treatment and to highlight the type of adolescent disturbance that might be helped in an inpatient therapeutic environment. Chapters discuss the prescription of residential treatment, the therapeutic facilities of a residential unit for disturbed adolescents, the continued diagnostic process in residential treatment, the principles of residential treatment, and the prescription of psychotherapy for the disturbed adolescent. Also discussed are the use of medication, the neurotic adolescent in the inpatient setting, ego defects and developmental arrest, severe conscience defects, the psychotic adolescent, and the goals and results of residential treatment. (RJ)

ED 035 152 40 EC 004 835

Josephson, Eric

The Social Life and Blind People. American Foundation for the Blind Research Series No. 19.

American Foundation for the Blind, New York, N.Y.

Pub Date 68

Note—150p.

Available from—American Foundation for the Blind, 15 West Sixteenth Street, New York, N.Y. 10011

Document Not Available from EDRS.

Descriptors—Adults, Age Differences, Blind, Economic Factors, Employment Problems, \*Exceptional Child Research, Financial Support, Incidence, Leisure Time, Reading Habits, Self Concept, Social Integration, Social Isolation, \*Social Life, Social Relations, Special Services, Surveys, \*Visually Handicapped, Visually Handicapped Mobility

Discussions and information are concerned with free time and leisure, age, impairment, and leisure, and poverty and leisure; the prevalence of blindness, the self-perception of the blind, their activity and mobility limitations; and problems of poverty of the blind in education, employment, income, and living arrangements. Also discussed are active and inactive people, leisure time preferences, radio and television, social life, cultural activity, reading habits and reading methods, help with worries and problems, and the need for integration into the sighted world. Each chapter has references, extensive tables which indicate the results of interviewing, and examples. (JM)

ED 035 153 40 EC 004 836

Cratty, Bryant J. Sams, Theresa A.

The Body-Image of Blind Children.

American Foundation for the Blind, New York, N.Y.; California Univ., Los Angeles. Dept. of Physical Education.

Pub Date Jul 68

Note—70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—Age Differences, \*Body Image, Evaluation Techniques, \*Exceptional Child Research, Intelligence Level, Kinesthetic Perception, Perceptual Motor Coordination, Sex Differences, Space Orientation, \*Testing, \*Visually Handicapped, Visually Handicapped Orientation

To develop an assessment device for the evaluation of body image, to evaluate the body image of blind children, to make comparisons between subgroups (sex, age, IQ) and to derive sequences of tasks related to body image training, 91 children (mean age 10.06 years, mean IQ 88.32) were evaluated by a body image survey form. Analysis of the data indicated that a score combining the subscores from the body-part and laterality sections was predictive of the total battery score ( $r$  equals .92); no significant sex differences were obtained, but those with IQ's above 80, the totally blind, and children above 13 years scored generally superior to lower IQ, younger, and partially sighted children; the IQ and total test battery score were related (.40); and the total population was incapable of projection into the tester's reference system. Conclusions were that body image may be reliably assessed and that there were significant intragroup differences which have educational implications. Implications of the findings, a bibliography, and tables of results are included. (Author/JM)



ED 035 154

EC 004 850

McBride, Ed. Ed.

**A Guide for the Education of Exceptionally Talented Students.**

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date Sep 69

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—Ability Grouping, \*Administrator Guides, Arithmetic, Art, Class Size, Educational Objectives, English, \*Exceptional Child Education, \*Gifted, Identification, Language Arts, Learning Activities, Mathematics, Music Education, \*Program Development, Program Evaluation, Program Planning, Sciences, Social Studies, \*State Programs, Teacher Selection Identifiers—North Carolina

Rules and regulations governing education of the gifted in North Carolina precede an outline of screening and identification procedures. The question of ability grouping is explored through a review of eight research studies and articles. Questions and answers are used to present information on the gifted to parents, and the selection of teachers, class size, and program evaluation are considered. Objectives taken from Bloom's "Taxonomy of Educational Objectives" are presented with an explanation. The development of programs in the following areas includes activities and ideas: language arts, English, social studies (elementary and secondary), science (elementary and secondary), arithmetic, mathematics, music, and art. Available mimeographed materials are listed. (RJ)

ED 035 155

EC 004 872

Simmons, James E.

**Psychiatric Examination of Children.**

Pub Date Nov 69

Note—184p.

Available from—Lea and Febiger, 600 Washington Square, Philadelphia, Pennsylvania 19106 (\$4.75)

**Document Not Available from EDRS.**

Descriptors—Adjustment (to Environment), Anxiety, Case Studies (Education), \*Counselor Role, \*Emotionally Disturbed, \*Evaluation Methods, \*Exceptional Child Services, Interviews, Parent Conferences, Parent Participation, Preschool Evaluation, Psychiatrists, \*Psychological Evaluation

Written for psychiatrists, pediatricians, general practitioners, and medical students, the text emphasizes the psychiatric examination process and methods for interviewing children. Discussions and examples concern the following topics: preparing the child and initiating the interview, general interviewing techniques, the mental status report, mental status profiles (normal and abnormal), nosology and diagnosis, interviewing the parents, the case study, and treatment. (RJ)

ED 035 156

EC 004 878

Fulton, Robert T., Ed. And Others

**Audiometry for the Retarded: With Implications for the Difficult-to-Test.**

Pub Date 69

Note—276p.

Available from—The Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 (\$12.75)

**Document Not Available from EDRS.**

Descriptors—\*Audiology, \*Audiometric Tests, \*Auditory Evaluation, Auditory Tests, Clinical Diagnosis, Evaluation Methods, \*Exceptional Child Services, \*Mentally Handicapped, Operant Conditioning, Reinforcement

Directed to professionals with a basic knowledge of audiological principles, the text presents a review of audiological assessment procedures and their applicability to the retarded. Pure-tone, speech, and Bekesy audiometry are described. Also discussed are differential diagnosis of auditory impairments, conditioning and audiological assessment, acoustic impedance measurement, cortical-evoked response audiometry, and autonomic responses as supplementary hearing levels. Appendixes present tables of hearing measures, measured intelligence, and adaptive behavior; references follow each chapter. (RJ)

ED 035 157

EC 004 886

**Mental Retardation Film List.**

National Library of Medicine, Bethesda, Md.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 68

Note—65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors—Audiovisual Aids, \*Bibliographies, \*Exceptional Child Services, \*Films, \*Mentally Handicapped

A list of films on mental retardation includes titles, publication information, physical descriptions, language revisions when other than English, series reference, technical description of film content, sale source, and distributor. Films intended for the general public are grouped under the heading Nonprofessional; others are listed as Professional. A distributor list is also provided. (RJ)

ED 035 158

EC 004 908

**A Practical Guide for Teaching the Mentally Retarded to Swim.**

American Association for Health, Physical Education and Recreation, Washington, D.C.

Pub Date 69

Note—161p.

Available from—American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—\*Exceptional Child Education, Games, \*Mentally Handicapped, Physical Education, Program Administration, Records (Forms), Recreation, \*Recreational Activities, Recreational Facilities, Reinforcement, Sequential Approach, \*Swimming, \*Teaching Methods

A guide for teaching the retarded to swim begins with a general discussion of retardation, the need for individualization, and staff qualifications. Factors discussed in program organization and administration include community agencies, staff training, examples of records and forms, and first aid procedures. Suggested methods consider perceptual motor abilities, a multisensory approach, breaking down skills sequentially, transfer of training, motivation, awards, discipline, swimming readiness, orientation, entering the water, innovations, assistive devices, movement exploration, and circuit and interval training. Step-by-step procedures for mastering different floating and swimming positions are described and illustrated by sketches. A variety of water stunts and games are included as are recommendations for pool facilities. Behavior modification techniques are discussed and photographs are provided throughout. (RJ)

ED 035 159

EC 004 926

Wold, Robert M., Ed.

**Visual and Perceptual Aspects for the Achieving and Underachieving Child.**

Pub Date 69

Note—492p.

Available from—Special Child Publications, Inc., 4535 Union Bay Place N.E., Seattle, Washington 98105

**Document Not Available from EDRS.**

Descriptors—Drug Therapy, Dyslexia, \*Exceptional Child Education, Eye Hand Coordination, Eye Movements, \*Identification, Interdisciplinary Approach, Lateral Dominance, \*Learning Disabilities, Optometrists, Perception Tests, \*Perceptually Handicapped, Perceptual Motor Coordination, Teaching Methods, Underachievers, \*Visual Perception

Twenty five articles, grouped as either theory, interprofessional coordination and cooperation, or testing and remediation, consider perception and achievement. Discussions of the following topics are included: why children don't read better, the myth or reality of dyslexia, visual development, developmental testing and training, the role of vision in achievement and learning disabilities, dyschresopia, near binocular performance, dominance, interprofessional relationships, school vision programs, school screening, optometry, the role of the optometrist, and the role of the National Society for Vision and Perception Training. Also considered are the Winter Haven Program and the team approach, eye movements and eye-hand coordination, phrase reading, the perception of phrases, visual memory, the development of directionality and perception, the treatment of strephosymbolia, a perceptual motor program, perceptual training, drug therapy in minimal brain dysfunction, and disability terminology. (RJ)

ED 035 160

EF 000 092

**A Report for Urban America, Inc. on the Education of Children and Adults in Aesthetic Awareness of the Environment of Man.**

Wisconsin Univ., Madison.

Pub Date Jan 66

Note—89p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Compensatory Education, \*Cultural Education, Cultural Enrichment, \*Cultural Environment, Educationally Disadvantaged, \*Educational Methods, \*Educational Objectives, Educational Research, Fine Arts, Urban Education, \*Urban Environment

This report results from a symposium held to study aesthetic education in terms of concepts, related experience, methodology, and future research and implementation. An introductory survey of pertinent literature including a bibliography reflects current related thought. The conference first emphasized the determination of objectives and the related means of achieving these goals; next the introduction of urban aesthetics into educational institutions was discussed. Papers concerning the complex implications of poverty and urban aesthetics and the relationships between cities and schools are included to demonstrate the type of conditions currently being faced. Recommendations are then made which demonstrate the need for more environmental involvement, list means through which specific concepts could be taught, and suggest continued collaboration in this area of study. [Hard copy not available due to marginal legibility of original document.] (MH)

ED 035 161

EF 000 164

Jones, Thomas E.

**How to Build a Track.**

Wisconsin Univ., Madison.

Pub Date 55

Note—86p.

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors—\*Athletic Fields, Athletics, \*Building Materials, \*Construction (Process), \*Facility Requirements, \*Physical Education Facilities, Physical Facilities

Information on various aspects of track construction is provided, divided into the following areas—(1) general requirements for a standard track, (2) selection of a site, (3) construction of the body of the track, (4) track measurements and markers, (5) specifications for construction of takeoffs, runways, circles, and field areas, (6) care of the track, (7) minimum requirements for high school tracks, (8) construction and care of indoor tracks, and (9) preparation for conducting a track meet. Diagrams and specifications of some of the best tracks in the world are included. (FS)

ED 035 162

EF 000 178

**Predicting Pupil Yield by Types of Dwelling Units.**

Baltimore County Board of Education, Md.

Pub Date [61]

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Enrollment, \*Enrollment Influences, \*Enrollment Projections, \*Enrollment Rate, Suburban Schools, \*Urban Education

This publication presents procedures for estimating future pupil yield from new housing developments which make possible good administrative decisions as to the location and design of school buildings. The growth of suburban metropolitan areas surrounding populous urban areas in the past several decades contributes to complex school building problems. The lack of adequate planning by suburban school officials has frequently caused school children to be housed in substandard school environments. Reasonably accurate predictions of future school enrollment prevent overcrowding crises and tax revenue wastes. This Baltimore study considers the variables of location, type, number of bedrooms, number of children, living in assessed valuation or rental costs of dwelling units. The study concluded that pupil yield varies by geographic area, type of dwelling unit, number of bedrooms per unit, value of dwelling unit, and the size of the lot on which the housing unit was constructed. The method developed by this study for predicting future pupil enrollments has applicability for other large emerging suburban school systems. (JZ)



ED 035 163

Price, D. Dana

When and What to Modernize.

Pub Date 3 Mar 61

Note—4p; Speech presented at School Facilities Conference, Houston, Texas, March 29, 1961

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Air Conditioning, \*Building Equipment, \*Building Improvement, Buildings, \*Electrical Systems, \*Mechanical Equipment, \*School Buildings

After a brief discussion of when a school board should consider modernizing mechanical and electrical equipment the speaker explored the specifics of lighting, heating, and ventilation. Technical data on foot candles, types of light fixtures, and the importance of air conditioning in modern school buildings are presented. The presentation concludes with the recognition of the need for research on air conditioning in existing buildings. (GM)

ED 035 164

Moore, Harvin C.

Modernization of and Additions to School Plant Facilities.

Pub Date 29 Mar 61

Note—3p; Speech presented at School Facilities Conference, Houston, Texas, March 29, 1961

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—Elementary Schools, High Schools, \*Population Growth, \*School Buildings, \*School Expansion, \*Urban Areas

Because of population increases, rising land costs and the rehabilitation of old sections of cities, school buildings in older urban areas should be modernized. Such facilities as cafeterias, libraries, physical education facilities, auditoriums, play areas, lighting and the general interior environment in school buildings may be inadequate. Inadequacies may exist because of increased enrollment and extended use. Where site conditions prohibit perimeter expansion, stack classrooms as two story units may be constructed. (GM)

ED 035 165

Planning and Equipping Business Education Classrooms.

California State Dept. of Education, Sacramento. Bureau of Business Education.

Pub Date 61

Note—37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors—\*Business Education, \*Business Education Facilities, Classrooms, Educational Facilities, Educational Planning, Educational Specifications, Equipment, Laboratories, Learning Laboratories, School Design, \*School Planning

The guide emphasizes methods of planning rather than making special recommendations. Business education facilities of primary concern are junior and senior high schools or four year schools. The need for the cooperation of state planning agencies with local officials is mentioned. Noise factors, related activities and space allocations are among the many requirements of the educational specifications. Facility lists are included as well as space adequacy surveys and special considerations for junior college facilities. (RH)

ED 035 166

Lawrence, Charles And Others

Quality Profiles—A Report by the Caudill Rowlett Scott Team.

Caudill, Rowlett and Scott, Houston, Tex. Architects.

Report No—Investigation-10

Pub Date Jun 64

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—\*Architectural Character, \*Building Design, \*Design Needs, Physical Design Needs, \*Psychological Design Needs

Development of criteria for the judgment of architectural quality is presented according to an eight-part system. Each criterion is explained in terms of a general statement and definitive questions to be asked. The standards developed are—(1) concept, (2) structure, (3) physical environment, (4) emotional environment, (5) materials, (6) refinement, (7) space, and (8) land. A graphic evaluative system is given in which the complete profile of a building can be recorded. The profiles of twelve notable buildings are shown as examples. (MH)

EF 000 466

ED 035 167

Green, Alan C.

New Plans for School Building Design.

New York State Education Dept., Albany. Div. of Educational Communications; State Univ. of New York, Albany.

Pub Date 65

Note—3p; Paper presented at New York State Convention on Educational Communications (Nov. 22-25, 1964)

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—\*Audiovisual Instruction, \*Classroom Communication, \*Higher Education, \*Instructional Aids, \*Large Group Instruction

The use of the Communication Center to make higher education more efficient and more effective is discussed. The development and increased use of instructional aids and media can make large group instruction more effective and can present more information than an instructor can present alone. This program has greatly expanded and is coordinated, promoted, and supported by Rensselaer's Office of Institutional Research. There is a continuous process of experimentation and evaluation. From these experiments, rooms have been designed to carry on specific programs, and at the heart of this program is the instructional media center. (RK)

ED 035 168

Palmer, R. Ronald Rice, William Maxwell

Laboratories &amp; Classrooms For High School Physics.

Educational Facilities Labs., Inc., New York, N.Y.

Report No—CSEF-3

Pub Date 61

Note—36p; Reprinted from 'Modern Physics Buildings—Design and Function'

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Classroom Design, Educational Administration, Flexible Classrooms, \*Flexible Facilities, \*High School Design, Physics Instruction, Science Equipment, \*Science Facilities, \*Science Laboratories

Information and recommendations are presented to assist school planners in designing facilities for physics. Emphasis is given to design features related to the conduct of laboratory experiments by students, television teaching of physics, new physics courses, classroom demonstrations, equipment storage and preparation areas, and combined classroom-laboratory facilities. Factors such as location, size, shape, utilities, and flexibility are considered in relation to preparing functional specifications for space to be used by physics classes. Some examples of high school physics rooms are included along with schematics and photographs. (FS)

ED 035 169

Proceedings of the Annual Conference of the Association of College and University Housing Officers (15th, Los Angeles, California, August 4-8, 1963).

Association of Coll. and Univ. Housing Officers, Columbia, Mo.

Pub Date Nov 63

Note—383p.

Available from—Association of College and Univ. Housing Officers, 16 Jesse Hall, Univ. of Missouri, Columbia, Missouri

EDRS Price MF-\$1.50 HC Not Available from EDRS.

Descriptors—\*College Housing, \*Dormitories, \*Facility Guidelines, Financial Support, Food Service, \*Higher Education, Housing Needs, Maintenance, State Federal Aid, \*Student Needs

Addresses to the general sessions delivered at the conference in Los Angeles were in the area of student housing in higher education, and the housing and home finance agency's relationship to education and the student. Special sessions covered the following subjects—(1) management and operation—federal housing and home finance, management stimulation exercise, staff leadership development, student leadership application, student housing in other lands, training personnel in industry, communications, high-rise buildings and commissaries, data processing for residence halls, trimester implications for college housing, summer conferences, selection and care of furnishings, housekeeping maintenance techniques and materials, vending, civil defense, and audiovisual training sessions, (2) student af-

EF 000 824

fairs—residence halls programs, counseling and operation of married student housing, group living, single apartments, (4) off-campus housing—overview and future of off-campus and sorority housing, and (5) food service—economics in food service, summer conference feeding, and student relationships. (HH)

ED 035 170

Justin, J. Karl

Lecture Hall and Learning Design: A Survey of Variables, Parameters, Criteria and Interrelationships for Audio-Visual Presentation Systems and Audience Reception.

Society of Motion Picture and TV Engineers, Inc., New York, N.Y.

Report No—Preprint No 98-14

Pub Date Nov 65

Note—24p.

Available from—Society of Motion Picture and Television Engineers, Inc., 9 East 41st St., New York, New York 10017

Document Not Available from EDRS.

Descriptors—Acoustics, \*Audiovisual Aids, \*Auditoriums, \*Design Needs, Economics, Lighting, \*Mass Instruction, Perception, Projection Equipment, Research, \*Task Analysis

Variables and parameters affecting architectural planning and audiovisual systems selection for lecture halls and other learning spaces are surveyed. Interrelationships of factors are discussed, including—(1) design requirements for modern educational techniques as differentiated from cinema, theater or auditorium design, (2) general hall geometry and seating plan as determined by the character of events, audience, and projection angles, (3) general acoustics, (4) need for integrating architectural design with selection of projection equipment and screens, (5) the effect of front and rear projection, and (6) lighting, audio, and projection control. Guidelines for future research and bases for examination of economic optimums are given. (RK)

ED 035 171

Waring, Robert B. And Others

Specifications for Supplementary Classroom Units, Stressed Skin Panel.

Douglas Fir Plywood Association, Tacoma, Wash. Pub Date 62

Note—36p.

Available from—Douglas Fir Plywood Association, Tacoma 2, Washington

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Building Design, \*Building Materials, Building Trades, Classroom Design, \*Construction (Process), \*Mobile Classrooms, \*Self Contained Classrooms, \*Specifications

Complete outline specifications are given for the construction of supplementary classroom units using stressed skin panels. Sections included are—(1) concrete and related work, (2) masonry, (3) structural and miscellaneous metal, (4) curtain walls and metal windows, (5) carpentry and related work, (6) roofing, sheet metal, and related work, (7) painting, glazing, and related work, (8) floor covering and furnishing, (9) building specialties, and (10) electrical work. (MH)

ED 035 172

Waring, Robert B. And Others

Specifications for Supplementary Classroom Units "Standard Construction" and "Preframed Construction".

Douglas Fir Plywood Association, Tacoma, Wash. Pub Date 62

Note—34p.

Available from—Douglas Fir Plywood Association, Tacoma 2, Washington

Document Not Available from EDRS.

Descriptors—Building Design, \*Building Materials, Building Trades, Classroom Design, \*Construction (Process), \*Mobile Classrooms, \*Self Contained Classrooms, \*Specifications

The standards that should be applied to the construction of supplementary classroom units are discussed in this report. Areas dealt with are—(1) general mechanical and electrical work, (2) concrete, (3) masonry, (4) miscellaneous steel and iron, (5) metal windows, (6) carpentry at site, (7) millwork, (8) acoustic treatment, (9) thermal insulation, (10) finish hardware, (11) built-up roofing, (12) sheet metal, (13) painting and decorating, (14) glass and plastic glazing, (15) caulking, (16) chalkboard, tackboard, and

EF 000 497

pegboard, and (17) resilient floor covering. Large detailed floor plans, not bound with the document, are included. (RK)

**ED 035 173** EF 000 961  
**Research Study in the Cost of Housing, Volume 3.**  
 New York State Div. of Housing and Community  
 Renewal, Albany.  
 Pub Date Oct 62  
 Note—33p.

Available from—New York State Division of  
 Housing and Community Renewal, Albany,  
 New York

**EDRS Price MF-\$0.25 HC Not Available from  
 EDRS.**

Descriptors—\*Building Materials, \*Construction  
 Costs, \*Environmental Research, \*Facility  
 Case Studies, \*Housing, Maintenance, Struc-  
 tural Building Systems

The results of a study based on experiments  
 conducted in multistory fireproof structures of  
 public housing projects, and in a mock-up simulat-  
 ing all conditions of a fireproof structure, are  
 reported. The findings are based on tests con-  
 ducted during several winter seasons, none of  
 which deviated markedly from the norm in New  
 York City. The following conclusions are drawn—  
 (1) a structure with conventional cavity walls  
 with single glazed sash requires 2.3 per cent times  
 as much energy to heat as a structure with  
 polystyrene insulated cavity walls and double  
 glazed sash with thermo-barrier frames, (2)  
 savings in the initial construction of the better in-  
 sulated buildings are estimated at \$10,150, and  
 (3) the savings in the cost of maintenance are in-  
 dicated at \$15,531 per annum. A history of the  
 experiment is given along with drawings and  
 charts. (RK)

**ED 035 174** EF 001 076

**Supplementary Classroom.**

Douglas Fir Plywood Association, Tacoma, Wash.  
 Note—23p.

**EDRS Price MF-\$0.25 HC-\$1.25**

Descriptors—\*Classroom Design, \*Component  
 Building Systems, \*Mobile Classrooms, \*Self  
 Contained Classrooms

Three prototype portable classrooms were  
 developed for both conventional and component  
 construction. One of these economical units was  
 built for \$7.50 per square foot. Construction of  
 each type is explained through use of photo-  
 graphs and text. Included in the presentation are—  
 (1) cluster grouping suggestions, (2) interior and  
 exterior photographs, and (3) elevations, sec-  
 tions, and a floor plan. (MH)

**ED 035 175** EF 001 155

**Erwin, Clyde A.**

**School Design.**

North Carolina State Board of Education,  
 Raleigh. Dept. of Public Instruction.

Pub Date Aug 52

Note—51p.

Available from—Department of Public Instruk-  
 tion, North Carolina State Board of Education,  
 Raleigh, N.C.

**EDRS Price MF-\$0.25 HC-\$2.65**

Descriptors—Building Design, \*Classroom  
 Design, Dining Facilities, \*Facility Guidelines,  
 Libraries, Physical Education Facilities, School  
 Activities, \*School Design, \*School Planning,  
 Science Laboratories, Site Analysis, \*Site  
 Development, Space Utilization

This guide to basic principles of school design  
 presents diagrammatic explanation of various  
 developed standards and planning suggestions.  
 The first section schematically develops patterns  
 of school activity for primary, elementary, and  
 high schools. The second discusses organization  
 of activities—(1) contour adjustment, (2) land-  
 scaping, (3) outdoor landscape laboratories, (4)  
 building complex expansion, and (5) site im-  
 provement. The last section covers building  
 design data in terms of architectural criteria such  
 as articulation, and develops specifications for—  
 (1) primary, elementary, and high school class-  
 rooms, (2) administration, (3) libraries, (4)  
 science rooms, (5) home economics, (6) agricul-  
 tural shop, (7) lunch room, and (8) physical edu-  
 cation facilities. (MH)

**ED 035 176** EF 001 219

**Maintenance Manual for Carpets Made with Du**

**Pont Carpet Nylon.**

DuPont Corp., Wilmington, Del.

Report No.—A-31746

Pub Date [68]

Note—9p.

**EDRS Price MF-\$0.25 HC-\$0.55**

Descriptors—\*Carpeting, \*Maintenance, Manuals

Information is divided into the following sec-  
 tions—(1) the selection of nylon carpet, (2) the  
 advantages of nylon for carpets, (3) the charac-  
 teristics of nylon carpet, (4) soiling and soil retar-  
 dants, (5) vacuum cleaning, (6) spot cleaning  
 and freshening of traffic lanes, (7) wet cleaning  
 (shampooing), and (8) miscellaneous carpet  
 maintenance information. (RK)

**ED 035 177**

EF 001 324

**Zastrow, W. E.**

**A Report of the School Facilities Planning Con-  
 ference for Architects, Educators, Industry, at  
 Wisconsin State University, Whitewater, June  
 14, 1967.**

Pub Date Jun 67

Note—72p.

Available from—W. E. Zastrow, Director of Field  
 Services, Wisconsin State University, White-  
 water, Wisconsin

**EDRS Price MF-\$0.50 HC Not Available from  
 EDRS.**

Descriptors—\*Architecture, \*Educational En-  
 vironment, \*Educational Innovation, \*School  
 Design, \*School Planning

Topic titles and speakers at the conference are  
 as follow—(1) Education Innovation—Impact on  
 Facility Design, by Dr. Jordan Larson; (2) The  
 Environment for Learning, by Dr. James Mac-  
 Connell; (3) Blackboard by Wire Demonstration,  
 by Robert Louth; (4) The Architectural Chal-  
 lenge, by Forrest Phillips; (5) Meeting the Chal-  
 lenge of Tomorrow's Schools Today, by Curtis  
 Gallenbeck; and (6) Panel Reaction, by A. L.  
 Buechner, A. E. Haller, and R. G. Hein. (RK)

**ED 035 178**

EF 001 336

**New Buildings with Fallout Protection.**

Office of Civil Defense (DOD), Washington, D.C.

Pub Date Jan 65

Note—106p.

Available from—Office of Civil Defense, Depart-  
 ment of Defense, Washington, D.C.

**EDRS Price MF-\$0.50 HC-\$5.40**

Descriptors—Architecture, \*Building Design,  
 \*Fallout Shelters, Safety

Fallout protection can be built into a building  
 with little or no additional expense, using areas  
 that are in continuous use in the normal function-  
 ing of the building. A general discussion of prin-  
 ciples of shelter design is given along with photo-  
 graphs, descriptions, drawings, and cost analysis  
 for a large number of recently constructed  
 buildings of all types incorporating such fallout  
 protection. (JT)

**ED 035 179**

EF 001 381

**Schools Built with Fallout Shelter.**

Office of Civil Defense (DOD), Washington, D.C.

Pub Date Feb 66

Note—57p.

Available from—Office of Civil Defense, Dept. of  
 Defense, Washington, D.C.

**EDRS Price MF-\$0.25 HC Not Available from  
 EDRS.**

Descriptors—Architecture, \*Building Design,  
 Civil Defense, \*Facility Case Studies, \*Fallout  
 Shelters, \*Flexible Facilities, Safety

Fallout protection can be built into a school  
 building with little or no additional cost, using  
 areas that are in continual use in the normal  
 functioning of the building. A general discussion  
 of the principles of shelter design is given along  
 with photographs, descriptions, drawings, and  
 cost analysis for a number of recently constructed  
 schools incorporating such fallout protection.  
 (JT)

**ED 035 180**

EF 001 471

**Benet, James And Others**

**SCSD: The Project and the Schools. A Report  
 from Educational Facilities Laboratories.**

Educational Facilities Labs., Inc., New York,  
 N.Y.

Pub Date May 67

Note—90p.

Available from—Educational Facilities Labora-  
 tories, 477 Madison Avenue, New York, New  
 York 10022

**EDRS Price MF-\$0.50 HC-\$4.60**

Descriptors—Building Equipment, Building Plans,  
 \*Component Building Systems, Construction  
 (Process), Construction Costs, Coordination,  
 Educational Equipment, Educational Facilities,  
 Environmental Criteria, Facility Expansion,

Facility Requirements, Flexible Classrooms,  
 \*Flexible Facilities, High School Design,  
 \*Modular Building Design, \*Performance  
 Criteria, \*School Design, Space Utilization  
 Identifiers—Educational Facilities Laboratories,  
 School Construction Systems Development  
 SCSD, a structurally coordinated school build-  
 ing components system, is a highly automated  
 method of building new schools that creatively  
 meet the needs of the ever changing educational  
 environment through functional and flexible  
 planning. Examples of why SCSD high schools  
 are efficient, flexible, and spatially planned, are  
 cited. Environmental requirements are given for—  
 (1) heating/ventilation, (2) air conditioning, (3)  
 lighting/ceiling, (4) storage and equipment, and  
 (5) partitions. Photographs and diagrams demon-  
 strate the interaction of the subsystem com-  
 ponents. The evaluation concludes that society  
 needs both higher quality and larger quantities of  
 school buildings to meet the complex learning  
 facility requirements of the present and future.  
 (TG)

**ED 035 181**

EF 001 475

**Beynon, John**

**Designs for Education 1963; Third Annual Report  
 from the School Planning Laboratory Western  
 Regional Center, Educational Facilities Labora-  
 tories.**

Stanford Univ., Calif. School Planning Lab.

Pub Date 63

Note—27p.

**EDRS Price MF-\$0.25 HC-\$1.45**

Descriptors—Building Plans, \*Flexible Facilities,  
 \*Individual Study, \*School Construction,  
 \*School Design, \*School Planning

Topics discussed in this report include—(1)  
 Space for Individual Study. (2) The Quest for  
 Flexibility, (3) Toward Improved Construction,  
 and (4) Overall Instructional Planning. Plans,  
 drawings, and photographs are provided. (RK)

**ED 035 182**

EF 001 491

**MacConnell, James D.**

**The Quest for Quality 1964. A Report on School  
 Planning Laboratory Efforts to Encourage  
 Better Planning for Better Schools in 1964.**

Stanford Univ., Calif. School Planning Lab.

Pub Date 64

Note—20p.

**EDRS Price MF-\$0.25 HC-\$1.10**

Descriptors—College Planning, \*Component  
 Building Systems, \*Professional Services,  
 \*School Planning

The Fourth Annual Report from the School  
 Planning Laboratory discusses the quest for qual-  
 ity and explains how better schools have been  
 planned at the Center through—(1) systems con-  
 struction, (2) an airborne institute, (3) school  
 planning education, (4) service to visitors, (5)  
 community college planning, (6) direct  
 assistance, and (7) continued effort. (RK)

**ED 035 183**

EF 001 503

**Sprague, George W.**

**Operational Management of Area Environment.**

Honeywell, Minneapolis, Minn.

Pub Date [60]

Note—17p.

**EDRS Price MF-\$0.25 HC-\$0.95**

Descriptors—\*Building Equipment, Climate Con-  
 trol, \*Controlled Environment, Electronic  
 Equipment, Equipment, Heating, \*Mechanical  
 Equipment

Three phases leading to the automation of the  
 mechanical building systems on the Harvard cam-  
 pus are described. The systems allow a single  
 operator to monitor and control all the mechani-  
 cal systems, plus fire, flood, and security alarms,  
 for all buildings in a large area of the campus.  
 (JT)

**ED 035 184**

EF 001 577

**Green, Meg**

**Decision-Making Theory Applied to Architectural  
 Programming: Some Research Implications.**

Pub Date Oct 67

Note—6p.; This paper was read at the Fourth  
 Annual Meeting of the American Institute of  
 Architect - Researchers' Council on October  
 25, 1967

**EDRS Price MF-\$0.25 HC-\$0.40**

Descriptors—\*Architectural Programming, \*Build-  
 ing Design, Decision Making, \*Dormitories, Infor-  
 mation Utilization, \*Research Needs, Role  
 Theory, \*Sociology

The implications of delineating and determining the sequence of programming decisions are shown in the selection of building committee membership. The role relationships of client and architect are discussed in terms of decision-making function. Decision tables are described as aids in problem analysis. Other topics include information and creativity, and the possible implications of greater emphasis on the concepts and tools of sociological research in architectural education. (MM)

ED 035 185 EF 001 582

Graves, Ben E.

**A Geometric Approach to School Modernization.**  
Research Council of the Greater Cities Program  
for School Improvement, Chicago, Ill.  
Pub Date 25 Oct 67

Note—17p.; Draft of remarks to be delivered at  
Architect-Researchers' Conference, Gatlinburg,  
Tennessee, October 25, 1967

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—\*Building Improvement, \*Building  
Innovation, \*Building Obsolescence, Construction  
Costs, Flexible Facilities, \*Prefabrication

The problem of old and obsolete school facilities is acute, particularly in large cities. A maintenance or rehabilitation oriented approach is not a realistic answer to continued facility usage. Guidelines show that if the cost of modernization for an additional life of 20 to 30 years approaches 50 percent of the estimated cost of replacement, project practicability should be questioned. Several examples of realistic modernization programs are shown in which emphasis is placed on new functions and activity relationships. The answer to the problem might be found in utilization of advancing technology. Old buildings should be developed as supporting facilities for a flexible system of readily transportable learning environments. Current development of such a system is traced from the project's inception. (MH)

ED 035 186 EF 001 852

**Building Security. Honeywell Planning Guide.**

Honeywell, Minneapolis, Minn.

Report No—Rep-54-0349

Pub Date Jan 68

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—Automation, \*Building Design,  
Building Operation, \*Crime, Delinquency,  
Electronic Control, \*Electronic Equipment,  
Operating Expenses, Police, \*Prevention,  
Safety, \*Security

A general discussion of building detection and alarm systems to provide security against burglary and vandalism is provided by a manufacturer of automated monitoring and control systems. Security systems are identified as—(1) local alarm system, (2) central station alarm system, (3) proprietary alarm system, and (4) direct connect alarm system. Detection devices are briefly described for perimeter, area, and object protection. A discussion of economic factors includes a comparison of different security systems. Additional topics cover line protection, access control, watchman tour systems, equipment surveillance, and centralized control systems. (MM)

ED 035 187 EF 001 853

**Fire Protection. Honeywell Planning Guide.**

Honeywell, Minneapolis, Minn.

Report No—Rep-54-0362

Pub Date 68

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—\*Automation, \*Building Design,  
Building Operation, Comparative Analysis,  
Comparative Statistics, \*Design Needs, \*Electronic  
Equipment, Equipment Standards, Fire  
Fighters, Fire Insurance, \*Fire Protection,  
Maintenance, Operating Expenses, Safety,  
School Design

A general discussion of fire alarms and protection is provided by a manufacturer of automated monitoring and control systems. Background information describes old and new fire alarm systems, comparing system components, wage savings, and cost analysis. Different kinds of automatic systems are listed, including—(1) local system, (2) auxiliary system, (3) central station system, (4) remote station system, and (5) proprietary system. Proprietary system components include detectors, supervisory equipment, and signaling devices. Specification selection

charts are provided for commercial buildings, hospitals, colleges, schools, industrial buildings, multiple dwellings, and libraries. (MM)

ED 035 188 EF 002 008

**Educational Specifications and User Requirements  
for Elementary (K-6) Schools. SEF Report E1.**  
Metropolitan Toronto School Board, Ontario.  
Study of Educational Facilities.

Pub Date Apr 68

Note—208p.

Available from—Ryerson Press, 299 Queen Street  
West, Toronto, Ontario, Canada (\$10.00; 20%  
educ. disc.)

Document Not Available from EDRS.

Descriptors—Construction Costs, \*Design Needs,  
\*Educational Specifications, \*Elementary  
Schools, Environmental Criteria, Facility  
Guidelines, Library Facilities, \*School Design,  
\*School Planning, Site Development  
Identifiers—Toronto, Ontario, Canada

Designed to be a working guideline for educators developing academic specifications and user requirements for the K-6 schools in metropolitan Toronto, this report has three major divisions. Part 1 contains material on the aims and objectives of education, the teaching-learning process, curriculum, and current educational trends. Part 2 relates the Part 1 subjects to local Toronto conditions. Site sizes, student populations per school, square footage standards by activity, and maximum cost standards are outlined. Part 3 lists user requirements for the various areas of an elementary school. These requirements are given as specific standards related to room usage and the environmental requirements of users engaged in specific activities in those rooms. (NI)

ED 035 189 EF 002 523

Nomani, M. S. Srivastava, R. D.

**Bibliography on School Buildings.**

Central Building Research Inst., Roorkee (India).

Pub Date Oct 66

Note—36p.

Available from—Central Building Research Institute,  
Roorkee, (U.P.), India

Document Not Available from EDRS.

Descriptors—Air Conditioning, \*Bibliographies,  
Furniture, Lighting, \*Research, Research  
Reviews (Publications), \*School Buildings,  
School Construction, School Planning, Ventilation

This bibliography comprises 153 references with abstracts on school building publications published during the period of 1960-1966. The references have been grouped under seven headings—(1) air conditioning and ventilation, (2) bibliography and research reports, (3) construction systems, (4) design development, (5) furniture, (6) lighting, and (7) planning. (RK)

ED 035 190 EF 002 551

**The Bridge—A Report on Mental Health Facilities  
from Caudill, Rowlett and Scott.**

Caudill, Rowlett and Scott, Houston, Tex.  
Architects.

Report No—Investigation-13

Pub Date Jan 66

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—Alcoholism, Community Health,  
\*Community Health Services, \*Mental Health  
Programs, \*Psychiatric Hospitals, Psychiatric  
Services

The report of a team project concerned with idea development for community mental health centers includes—(1) concept description, (2) development of facility and resource requirements, (3) conceptual diagrams, (4) schematic plans, and (5) model photographs. (MH)

ED 035 191 EF 002 609

Yu, C. C. Vickery, D. J.

**The Design of Physics Laboratories for Asian  
Second Level Schools.**

Asian Regional Inst. for School Building

Research, Colombo (Ceylon).

Spons Agency—United Nations Educational,  
Scientific, and Cultural Organization, Paris  
(France).

Report No—ARISBR-Study-4

Pub Date 68

Note—96p.

Available from—The Documentalist, Asian Regional  
Institute for School Building Research,  
P. O. Box 1368, Colombo, Ceylon

EDRS Price MF-\$0.50 HC Not Available from  
EDRS.

Descriptors—Building Plans, Classroom Environment,  
Classroom Furniture, Educational  
Economics, Educational Environment, \*Facility  
Utilization Research, Flexible Facilities,  
\*Laboratories, Laboratory Equipment, Laboratory  
Procedures, \*Physics, Physics Experiments,  
School Design, School Planning,  
Science Equipment, \*Secondary Schools,  
\*Teaching Methods

The functions, equipment, furnishings, and design spaces for physics teaching in lower and higher secondary schools are described. The following requirements for physics laboratories are discussed—(1) movable furniture, (2) group facilities, (3) visual display areas, and (4) benches and work surfaces. Floor plans, photographs, and diagrams are included. (TG)

ED 035 192 EF 002 733

**National Fallout Shelter Design Competition.**

Community Center. Awards

Office of Civil Defense (DOD), Washington, D.C.

Report No—OCD-TR-47

Pub Date Jul 67

Note—72p.

Available from—Office of Civil Defense, Dept. of  
Defense, Washington, D.C.

EDRS Price MF-\$0.50 HC Not Available from  
EDRS.

Descriptors—\*Architectural Character, Architecture,  
\*Building Design, Building Plans, Civil  
Defense, Component Building Systems, Construction  
Programs, \*Facility Case Studies,  
\*Fallout Shelters, \*Flexible Facilities, Radiation  
Effects

Award winning designs for dual-use fallout shelters are presented, representing contributions by the design professions toward development of the national defense resource. The focus and concept of the competition is described as the basis for judging. The nature of dual-use shelter is discussed, which contributes to understanding of the techniques for controlling exposure to gamma radiation from fallout. Graphic illustrations are given of award winning dual-use shelter space in community structures appropriate to residential areas. (FS)

ED 035 193 EF 002 741

**A Community Facilities Center with Fallout  
Shelter as Dual Purpose Space.**

Office of Civil Defense (DOD), Washington, D.C.

Spons Agency—American Inst. of Architects,

Washington, D.C.; Office of Civil Defense

(DOD), Washington, D.C.

Report No—OCD-TR-42

Pub Date Feb 67

Note—36p.; The 37th Annual Competition of the  
Brooklyn Chapter of the American Institute of  
Architects

Available from—Office of Civil Defense, Dept. of  
Defense, Washington, D.C.

EDRS Price MF-\$0.25 HC Not Available from  
EDRS.

Descriptors—Architectural Character, \*Building  
Design, Civil Defense, Community Resources,  
Facility Case Studies, \*Fallout Shelters, \*Fire  
Protection, \*Flexible Facilities, \*Recreational  
Facilities

A presentation is made of five award-winning designs for a fireproof community recreation facility, on a selected site in New York City, incorporating a fallout shelter as a dual-purpose space. Graphic illustrations are given of the award winning designs, each of which used one of the following solutions—(1) the fallout structure above grade with minimum open land saved, (2) the fallout structure above grade with varied levels to provide more open land areas, and (3) the major portion of the structure below grade with stepped roof levels above grade to provide maximum open land area. (FS)

ED 035 194 EF 002 752

**1966 Architectural Awards. Buildings With  
Fallout Shelter.**

Office of Civil Defense (DOD), Washington, D.C.

Report No—TR-49

Pub Date Dec 67

Note—65p.

Available from—Superintendent of Documents,  
U.S. Government Printing Office, Washington,  
D.C. 20402 (GPO:1968 0-219-718)

EDRS Price MF-\$0.50 HC Not Available from  
EDRS.

Descriptors—\*Architectural Character, Architecture,  
\*Building Design, Civil Defense, Component  
Building Systems, Construction Pro-



grams, \*Facility Case Studies, \*Fallout Shelters, \*Flexible Facilities, Radiation Effects

Award winning designs are presented demonstrating that economical dual-use shelter space can be incorporated in the designs of new buildings without sacrifice of either function or aesthetic values. The eight award winning designs are discussed, and graphic illustration is provided of the nature of dual-use shelter, which contributes to understanding of the techniques for controlling exposure to gamma radiation from fallout. (FS)

ED 035 195

EF 002 859

Yarborough, David B.

#### The Team Approach to Planning a College Science Building.

Caudill, Rowlett and Scott, Houston, Tex. Architects.

Report No.—Investigation-5

Pub Date Sep 60

Note—50p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Architectural Character, Architectural Elements, \*Architectural Programming, Architecture, \*Building Design, Building Plans, Campus Planning, College Buildings, Design Preferences, \*Facility Case Studies, \*Science Facilities

In considering the team approach to architectural service, emphasis is given to the advantages of many specialists working together to solve complex building problems. An actual use of the team approach is described to illustrate how Caudill, Rowlett and Scott Architects solved the problems in planning a science building for Colorado College. The sequence of events is described to show the early client-architect team action in planning; the activities extend from the conception of the building through the client approval of the basic design. Diagrammatic plans and sketches are included. [Hard copy not available due to marginal legibility of original document.] (FS)

ED 035 196

EF 002 876

#### Duke University, Durham, North Carolina. Phase 2, Comprehensive Campus Plan.

Caudill, Rowlett and Scott, Houston, Tex. Architects.

Pub Date May 66

Note—96p.; Phase 1 of this study was announced in RIE as ED 022 322.

EDRS Price MF-\$0.50 HC-\$4.90

Descriptors—\*Architectural Programming, \*Campus Planning, College Housing, \*Construction Programs, Design Preferences, Facility Expansion, Facility Guidelines, Facility Requirements, \*Master Plans, Parking Facilities, School Architecture, Spatial Relationship, \*Universities, Vehicular Traffic

This second phase of the Duke University planning study, the development process, includes the refinement and focusing of the educational program and space requirements and the delineation of the comprehensive campus plan in depth. Photographs and diagrammatic plans supplement the discussions and descriptions of the campus development plan and the campus design. A developmental sequence for implementation of the plan is included. Projected enrollment, faculty, and parking requirements are tabulated in the appendix. (FS)

ED 035 197

EF 002 884

#### Modern Steel Framed Schools.

American Inst. of Steel Construction, Inc., New York, N.Y.

Report No.—PUB-G416

Pub Date Apr 62

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Architectural Elements, Building Design, \*Building Materials, \*Component Building Systems, Construction (Process), \*Construction Costs, Design Needs, \*School Buildings, School Construction, \*Structural Building Systems

In view of the cost of structural framing for school buildings, ten steel-framed schools are examined to review the economical advantages of steel for school construction. These schools do not resemble each other in size, shape, arrangement or unit cost; some are original in concept and architecture, and others are conservative. Cost and construction data, plans, and details are

included to provide a comprehensive picture of the structural and architectural features of each school building. A comparison of steel with other framing materials for schools is included. (FS)

ED 035 198

EF 002 887

Lawyer, Frank D.

#### On-The-Spot Design of a School for Religion.

Caudill, Rowlett and Scott, Houston, Tex. Architects.

Report No.—Investigation-4

Pub Date Sep 60

Note—17p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Architectural Character, \*Architectural Programming, Architecture, \*Building Design, \*Campus Planning, \*Church Related Colleges, College Buildings, Component Building Systems, Design Preferences, \*Dormitories

This report describes the advantages and utilization of an architectural design technique known as on-the-spot design, which involves the production of basic plans (by a team of architects, city planners, and engineers) at the location where the project is to be constructed. On-the-spot design techniques are described for a dormitory for the Harding College Graduate School of Bible and Religion. After discussing the formulation of design concepts to be incorporated, sketches and analyses are presented to show the transition from concept to form and function in efforts to achieve meaningful solutions to design problems. [Hard copy not available due to marginal legibility of original document.] (FS)

ED 035 199

EF 002 121

#### Enhancing Individuality in Learning.

Fountain Valley School District, Calif.

Pub Date 68

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Elementary Schools, \*Individualized Instruction, Library Facilities, \*Multimedia Instruction, Resource Centers, \*Supplementary Educational Centers, Teacher Education Curriculum, Teaching Methods

The Curriculum Materials Center is described as a service agency cooperating with teachers to make learning more effective by way of the multi-media approach. The center promotes the concept of individualized instruction which is said to increase learning efficiency by means of—(1) materials selection, (2) curriculum flexibility, (3) valid objectives, and (4) appraisal of each individual's characteristics. The center offers a curriculum laboratory, a library, and graphic arts and dark room facilities, and works with teachers, teaching assistants, librarians, laboratory technicians, and parents on a team basis. Diagrams are used to show floor plans of the center and a sample school. (TG)

ED 035 200

EF 002 271

Tickton, Sidney G.

#### The Need for Planning at Private Colleges and Universities.

Pub Date Mar 63

Note—9p.; Paper presented to 49th Annual Meeting of the Association of American Colleges.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—\*College Planning, \*Economic Research, Educational Needs, \*Enrollment Projections, \*Liberal Arts, Population Trends, \*Research

A research project concerned with college planning for the period 1960-1985 is described. Five basic questions were discussed—(1) what is the outlook for population changes, for the country as a whole and by categories of the population? (2) what is the outlook for jobs, and what are the implications for training? (3) what is the outlook for enrollments, private as well as public? (4) what is the economic outlook? (5) what do these things mean for the average liberal arts college? (FPO)

ED 035 201

EF 002 290

McFarland, Ross A.

#### The Design of Transportation Equipment in Terms of Human Capabilities. The Role of Engineering Psychology in Transport Safety.

Pub Date Aug 68

Note—19p.; Paper presented at the Division 21 Symposium on Key Research Problems in En-

gineering Psychology. Annual Meeting of the American Psychological Association (San Francisco, California, August 30, 1968)

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Accident Prevention, Aviation Technology, Design Needs, \*Human Engineering, \*Physical Design Needs, \*Safety, Traffic Safety, \*Transportation

Human factors engineering is considered with regard to the design of safety factors for aviation and highway transportation equipment. Current trends and problem areas are identified for jet air transportation and for highway transportation. Suggested solutions to transportation safety problems are developed by applying the techniques of human factors engineering. (FS)

ED 035 202

EF 003 303

Barnett, Jonathan

#### Laboratory Buildings.

Public Health Service (DHEW), Arlington, Va.

Pub Date Nov 65

Note—20p.; Reprinted from Architectural Record, November 1965

Available from—Office of Architecture and Engineering, Division of Research Facilities and Resources, National Institutes of Health, Bethesda, Maryland 20014

Document Not Available from EDRS.

Descriptors—Building Design, Building Equipment, Design Needs, Disease Control, Equipment, \*Facility Case Studies, Facility Expansion, Flexible Facilities, Furniture, Furniture Arrangement, Furniture Design, \*Laboratories, \*Laboratory Equipment, Planning, Research, Science Activities, \*Science Facilities, \*Science Laboratories, Scientific Research

The need for flexibility in science research facilities is discussed, with emphasis on the effect of that need on the design of laboratories. The relationship of office space, bench space, and special equipment areas, and the location and distribution of piping and air conditioning, are considered particularly important. This building type study is divided into five sections—(1) planning for flexibility and growth, (2) planning the laboratory complex, (3) the distribution of services, (4) placement of furniture and equipment, and (5) problems of shielding and contamination. (RH)

ED 035 203

EF 003 364

Moore, Harold E., Ed.

#### Planning for Education in Litchfield Park in 2000. A.D. Seminar Addresses.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.

Report No.—ES-Bull-21

Pub Date Jan 67

Note—78p.

Available from—Bureau of Publications, Arizona State University, Tempe, Arizona 85281 (\$2.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Changing Attitudes, City Planning, \*Community Planning, \*Community Relations, \*Educational Innovation, \*Educational Planning, Higher Education, Recreational Facilities, \*Social Environment, Social Influences

The world of 2000 A.D. is considered in terms of important educational implications. Many ideas are presented serving as a basis for study regarding purposes, programs, and commitments for all future educational institutions. The contributors presented significant insights in the relationship of community to educational planning, characteristics of an adaptable school system, educational planning for a new school community, and the school as a primary institution. (RK)

ED 035 204

EF 003 472

#### Task/Event Network for School Construction.

Boston Public Schools, Generic Model.

General Learning Corp., Washington, D.C.

Pub Date 68

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—Administration, Computer Oriented Programs, Construction Programs, \*Critical Path Method, Educational Planning, \*Models, \*Operations Research, \*School Construction, \*School Planning, Site Selection

A visual, as well as verbal, description is presented of the process by which an educational

facility was planned and built in Boston. The graphic display of the generic process represents specific considerations regarding—(1) the development of a capital improvement program, (2) site selection, acquisition and preparation, (3) educational planning, and (4) design and construction. Also included is a description of the implementation of the generic model display network using a critical path method computer program. By utilization of these techniques, agency tasks can be superimposed on the work days of a calendar year; and the exchange of ideas, information, and decisions at the proper time can be assured. (FS)

ED 035 205

EF 003 575

**Centner, S. I. And Others**  
**Systems Analysis and Higher Education Planning.**  
Systems Research Group, Toronto (Ontario); Toronto Univ. (Ontario). Institute for Policy Analysis.

Pub Date 69

Note—62p.

Available from—Systems Research Group, 130 Bloor Street West, Toronto, Ontario, Canada

Document Not Available from EDRS.

Descriptors—Automation, Bibliographies, \*Computer Oriented Programs, Computer Programs, \*Educational Administration, \*Educational Planning, Electronic Data Processing, Problem Solving, \*Simulation, \*Systems Analysis

The use of computer simulation model, C.A.M.P.U.S., as a tool of systems analysis for effective educational management and planning is described. The components of the C.A.M.P.U.S. model are discussed as they relate to planning, programming, and budgeting. Problems that can be analyzed using C.A.M.P.U.S. are considered, and the implementation of the model is illustrated for two sample problems. Also included is a consideration of the creation of climate for its successful implementation and a summary of the advantages of C.A.M.P.U.S. (FS)

ED 035 206

EF 003 644

**A Survey of the Use of Space. Oregon State System of Higher Education. Land and Buildings. Classrooms. Teaching Laboratories. Offices. Libraries. Residence Halls. Married Student Housing.**

Oregon State System of Higher Education, Eugene. Office of Facilities Planning.

Pub Date Mar 69

Note—153p.

Available from—Office of Facilities Planning, Oregon State System of Higher Education, P.O. Box 3175, Eugene, Oregon 97403

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Classrooms, \*College Buildings, \*Facility Inventory, \*Facility Utilization Research, \*Higher Education, Interior Space, Libraries, Physical Education Facilities, \*Space Utilization, Student Unions

This survey on the use of space for each of the nine institutions governed by the Oregon State System of Higher Education contains data relating to the scheduled occupancy of instructional classrooms and laboratories; data relating to the utilization of offices and research spaces; residence hall occupancies; and inventory data pertaining to all space within the area of development of the institutions. The data presented in the first section relate to space available in terms of gross areas and net assignable square feet. Data presented in the latter sections relate to the scheduled occupancy of the facilities, such as instructional classrooms and laboratories, and the utilization of allocated facilities (offices, research areas, libraries, physical education, residence halls). (FS)

ED 035 207

EF 003 667

**Widow Design Criteria to Avoid Overheating by Excessive Solar Heat Gains.**

Ministry of Public Building and Works, London (England). Building Research Station.

Report No—BRS-CP-4-68

Pub Date Feb 68

Note—12p.; Reprinted from: Sunlight in Buildings, Proceedings of C.I.E. Conference, Bouwcentrum, Rotterdam, 1967, pp. 95-102

Available from—Publications Officer, Building Research Station, Bucknalls Lane, Garston, Watford, Herts, England (single copies free)

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—\*Criteria, \*Design, \*Glass Walls, Graphs, Orientation, Research, \*Solar Radiation, \*Temperature, Ventilation

Identifiers—Building Research Station

Building Research studies show that overheating because of excessive solar heat gains can be troublesome in buildings of lightweight construction with large areas of glazing. The work being done at the Building Research Station provides the data for calculation of peak temperatures resulting from solar heat gain. Attention is given to window size and orientation, ventilation, and the effects of sun-controls. Graphs aid in computing peak temperatures as a function of unshaded window size for multi-story blocks of offices. These graphs determine the maximum permissible areas of glass to be used in offices when heat gain by solar radiation is part of the design criteria. (TC)

ED 035 208

EF 003 669

**Scholes, W. E. Parkin, P. H.**

**The Insulation of Houses against Noise from Aircraft in Flight.**

Ministry of Public Building and Works, London (England). Building Research Station.

Report No—BRS-CP-35-68

Pub Date Mar 68

Note—12p.

Available from—Publications Officer, Building Research Station, Bucknalls Lane, Garston, Watford, Herts, England (single copies free)

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—\*Acoustical Environment, \*Acoustic Insulation, \*Acoustics, Auditory Discrimination, Auditory Perception, \*Housing, Measurement Techniques, \*Mechanical Equipment

Three groups of traditional houses were insulated against aircraft noise by double glazing and installing sound attenuating ventilator units. For upper floor rooms of two story houses, overall insulations of 35-40 dB were obtainable, providing transmission through the roofs and down flues were also reduced. The noise levels caused by ventilator fans operating at maximum output varied from 45 to 33 dBA, and the noisier units should be quieted to not more than 35 dBA. The numerical values of sound insulation in dB averaged over the range 100 to 3150 Hz, and the level reductions, outside to inside, in dBA, agreed closely. The helicopter noise source spectrum used for testing typified many broad band noise spectra, so this close agreement may therefore find application in practical noise control. (TC)

ED 035 209

EF 003 670

**Griffiths, I. D. Langdon, F. J.**

**Subjective Response to Road Traffic Noise.**

Ministry of Public Building and Works, London (England). Building Research Station.

Report No—BRS-CP-37-68

Pub Date Apr 68

Note—23p.

Available from—Publications Officer, Building Research Station, Bucknalls Lane, Garston, Watford, Herts, England (single copies free)

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—\*Acoustical Environment, Acoustic Insulation, Acoustics, Auditory Discrimination, \*Auditory Perception, Housing, \*Measurement Techniques, \*Motor Vehicles, \*Neighborhood, Testing, Traffic Circulation

A study consisting of acoustic measurements at fourteen sites in the London area and 1200 interviews dealing with the effects of the noise conditions prevailing at each of these sites has been carried out with the object of developing acceptability criteria for traffic noise from roads in residential areas. Dissatisfaction with the noise conditions, as expressed by residents at each of these sites, was related to sound levels in such a way that it was possible to predict the median level of dissatisfaction at each site by the use of a measure taking into account the mean sound levels exceeded for 90 per cent and 10 per cent of the sampling periods through a whole day. Individual dissatisfaction scores correlated poorly with physical measures. This finding is believed to be the result of wide individual differences in susceptibility to and experience of noise, as well as in patterns of living likely to be disturbed by noise. (TC)

ED 035 210

EF 003 671

**Langdon, F. J. Scholes, W. E.**

**The Traffic Noise Index: A Method of Controlling Noise Nuisance.**

Ministry of Public Building and Works, London (England). Building Research Station.

Report No—BRS-CP-38-68

Pub Date Apr 68

Note—20p.; A version of this paper was published in the Architects' Journal, 1968, Vol. 147, April 17th

Available from—Publications Officer, Building Research Station, Bucknalls Lane, Garston, Watford, Herts, England (single copies free)

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—\*Acoustical Environment, Acoustic Insulation, \*Acoustics, Audition (Physiology), \*Building Design, Controlled Environment, Environmental Criteria, Environmental Influences, Motor Vehicles, Planning, Public Facilities, Research and Development Centers, Road Construction, Site Development, Traffic Circulation, Traffic Control, Traffic Patterns, \*Vehicular Traffic

Identifiers—Building Research Station

This building research survey is an analysis of the social nuisance caused by urban motor ways and their noise. The Traffic Noise Index is used to indicate traffic noises and their effects on architectural designs and planning, while suggesting the need for more and better window insulation and acoustical barriers. Overall concern is for—(1) finding unacceptable noise levels, (2) discovering how traffic noise is propagated, and (3) determining effective traffic noise control for buildings. Graphs and charts are used to distinguish the relationship between noise levels and distances. (TG)

ED 035 211

EF 003 672

**Levin, P. H. Bruce, A. J.**

**The Location of Primary Schools: Some Planning Implications.**

Ministry of Public Building and Works, London (England). Building Research Station.

Report No—BRS-CP-39-68

Pub Date Apr 68

Note—16p.; Reprinted from: Journal of the Town Planning Institute, 1968, Vol 54(2), February, pp56-66

Available from—Publications Officer, Building Research Station, Bucknalls Lane, Garston, Watford, Herts, England (single copies free)

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—\*Elementary Schools, Pedestrian Traffic, \*School Location, \*School Planning, \*School Safety, \*Student Transportation

Identifiers—Building Research Station

This paper describes a study of existing distributions of elementary schools and dwellings, main roads, and local shops, for two Hertfordshire, England, towns. The effects of these factors on the mode of travel of school children, road accidents to child pedestrians, and the shape and mobility of catchment areas were all investigated. Based on the information gained, a reassessment is made of some long-standing assumptions regarding catchment areas; a number of propositions are yielded for use both in reaching planning decisions and in predicting the consequences for the primary education system of decisions on other considerations. (FS)

ED 035 212

EF 003 673

**Milbank, N. O.**

**An Investigation of Energy Consumption and Cost in Large Air-Conditioned Buildings. An Interim Report.**

Ministry of Public Building and Works, London (England). Building Research Station.

Report No—BRS-CP-40-68

Pub Date Apr 68

Note—22p.; Paper presented at the IHVE/BRIS Symposium 'Thermal environment in modern buildings - aspects affecting the design team', February 29, 1968

Available from—Publications Officer, Building Research Station, Bucknalls Lane, Garston, Watford, Herts, England (single copies free)

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—\*Air Conditioning, Air Conditioning Equipment, Building Design, \*Building Equipment, Building Materials, Climate Control, \*Comparative Analysis, Construction Costs, Controlled Environment, Electrical Systems, Environmental Influences, Evaluation Methods, Facility Case Studies, Heating, Lighting, Maintenance, \*Operating Expenses, Refrigeration, Solar Radiation, Temperature, \*Thermal Environment, Ventilation

Identifiers—Building Research Station



Two similarly large buildings and air conditioning systems are comparatively analyzed as to energy consumption, costs, and inefficiency during certain measured periods of time. Building design and velocity systems are compared to heating, cooling, lighting and distribution capabilities. Energy requirements for pumps, fans and lighting are found to be the major contributors to operating costs. This analysis suggests a method of obtaining reliable estimates of energy consumption and costs so architects and clients may become aware of the implications of their environmental control and design decisions. Charts and graphs are used to analyze the problem; a reference list is supplied. (TG)

ED 035 213 EF 003 674

**Summertime Temperatures in Buildings Without Air-Conditioning.**

Ministry of Public Building and Works, London (England). Building Research Station. Report No.—BRS-CP-47-68  
Pub Date May 68

Note—28p.; Paper presented at IHVE-BRS Symposium "Thermal Environment in Modern Buildings - Aspects Affecting the Design Team" (February 29, 1968)

Available from—Publications Officer, Building Research Station, Bucknalls Lane, Garston, Watford, Herts, England (single copies free)

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—\*Building Design, Building Materials, \*Climatic Factors, Data, Glass Walls, Methodology, \*Solar Radiation, Temperature, \*Thermal Environment

Many modern buildings become uncomfortably warm during sunny spells in the summer, and until recently there was no simple, reliable method of assessing at the design stage whether a building would become overheated. This paper describes a method of calculating summertime temperatures which was developed at the Building Research Station, and gives data on parameters required for calculation. These include—(1) solar radiation intensities, (2) solar gain factors for glass, (3) blinds and other sun controls, and (4) 'admittances' of building components which are a measure of the ability of the components to smooth out diurnal temperatures in the building. (TC)

ED 035 214 EF 003 675

**Possible Economies in Air-Conditioning by Accepting Temperature Swings.**

Ministry of Public Building and Works, London (England). Building Research Station. Report No.—BRS-CP-48-68  
Pub Date May 68

Note—16p.; Paper presented at the IHVE/BRS Symposium "Thermal environment in modern buildings - aspects affecting the design team", February 29, 1968

Available from—Publications Officer, Building Research Station, Bucknalls Lane, Garston, Watford, Herts, England (single copies free)

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—\*Air Conditioning, Architectural Elements, Building Design, Building Equipment, Building Materials, Climate Control, Construction Costs, \*Economic Research, Electrical Systems, Heating, Operating Expenses, \*Physical Design Needs, Solar Radiation, \*Thermal Environment, \*Ventilation

Identifiers—Building Research Station  
Public building air conditioning systems, which use constant and varying heat and cooling loads, are compared and investigated. Experiments indicated that constant temperature controls based on outside air temperature alone were inefficient. Ventilating a building with outside air and the methods of doing so are cited as being the most economical and efficient. Methods of calculating the thermal input and response of buildings are given. The influence of window treatments, air conditioning system sizes, building weight, construction, and designs are compared in conjunction with naturally ventilated and fully air conditioned environments. Diagrams and comparative charts are included. (TG)

ED 035 215 EF 003 685

**Design of Chemistry Laboratories for Asian Second Level Schools.**

Asian Regional Inst. for School Building Research, Colombo (Ceylon).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ARISBR-Study-3

Pub Date 69

Note—60p.

Available from—Asian Regional Institute for School Building Research, P.O. Box 1368, Colombo, Ceylon

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Chemistry, \*Chemistry Instruction, Chemistry Teachers, Classroom Communication, Classroom Environment, \*Classroom Furniture, Educational Research, Experimental Programs, Facility Requirements, Physical Design Needs, \*School Design, School Planning, Science Education, \*Science Equipment, Science Facilities, \*Science Laboratories, Science Programs, Secondary Schools, Space Utilization

Ideas for chemistry laboratories, design curriculums, and instructional criteria are outlined for use in Asian secondary schools. Chemistry education and its changing aspects, teaching methods, planning and communication problems are discussed. Requirements for laboratory facilities are included with suggestions for laboratory furniture and equipment, space utilization, and services. Drawings, photographs, floor plans, and a reference list are given. (TG)

ED 035 216 EF 003 686

**University Residential Buildings System. URBS Components Preliminary Design Manual.**

California Univ., Berkeley. Dept. of Physical Planning and Construction.  
Pub Date Jan 69

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—\*Building Design, Building Equipment, Building Materials, \*College Housing, \*Component Building Systems, Construction Industry, Flexible Facilities, \*Guidelines, Manuals, \*Performance Specifications, Prefabrication, Structural Building Systems, Systems Approach

Basic information and guidelines on the use of URBS components are provided for use by architects and engineers. The URBS system was developed in response to the competitive bidding on performance specifications, incorporating user requirements, economic constraints, industry capability and trade practices. The essence of the URBS Project—the systems approach—requires that components and materials be coordinated at their design stage so that the user requirements, production, site installation, maintenance, appearance, and cost can be considered simultaneously. There are five components in the program—(1) structure-ceiling, (2) heating-ventilating-cooling, (3) partitions, (4) bathrooms, and (5) furnishings. (TC)

ED 035 217 EF 003 687

**User Requirements, April 1969.**

California Univ., Berkeley. Dept. of Physical Planning and Construction.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Report No.—URBS-PUB-5

Pub Date Apr 69

Note—134p.

EDRS Price MF-\$0.75 HC-\$6.80

Descriptors—Bibliographies, Building Design, Building Plans, \*College Housing, Component Building Systems, \*Design Needs, \*Dormitories, Housing Industry, Housing Needs, Physical Environment, Research, \*Student Needs

In July 1964, the University of California Board of Regents authorized the project now known as URBS-The University Residential Building System Project. The initial stage in the development of the building system was the determination of the user requirements for the building type in question. This report is the result of investigation undertaken by a project team whose goals were to identify and provide the information needed for determination of user requirements for student housing. A literature search disclosed minimal available psychological data in the simultaneous observation of activity and space in residence halls. Consequently, reliance was placed on empiricism and intuition. The observations and conclusions presented came from personal interviews with students, faculty, administrators, housing offices, buildings and grounds personnel, and university architects on

all University of California campuses and at other universities. (TC)

ED 035 218

EF 003 728

**Study of Environment in School. Research in Comparative Education. International Conference on Public Education. (31st, Geneva, 1968)**

International Bureau of Education, Geneva (Switzerland); United Nations Educational, Scientific, and Cultural Organization, Paris (France). Report No.—UNESCO-IBE-314

Pub Date 68

Note—230p.

Available from—UNIPUB, Inc., 650 1st Ave., New York, New York 10016 (\$6.50)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, \*Comparative Education, Curriculum Research, Educational Methods, Educational Principles, \*Educational Research, \*Environmental Education, \*International Education

Identifiers—UNESCO: International Bureau of Education

UNESCO and the International Bureau of Education devoted this international inquiry in comparative education to the study of environment in schools throughout 79 countries of the world. Concerning the scope of the topic, introductory comments note that "study of environment in schools is difficult to define or confine, for it constitutes more an educational principle, or even a method, than a subject concentrating on knowledge in a specific field." The publication has four parts—(1) Introduction, (2) Questionnaire Addressed to the Ministries of Education, (3) Comparative Study: Place Assigned to the Study Environment in School Activities as a Whole, Relationship with Youth Movements, Aims and Definition, Syllabuses and Subjects for Study, Methods, Teaching Techniques and Aids, Teaching Staff, and (4) Individual Studies: Responses from the 79 Countries. The responses from participating countries revealed that the study of environment is rich in opportunities, but that many countries lack the resources and local circumstances to exploit these opportunities fully. (KK)

ED 035 219

EF 003 756

**Orlowski, S. T. Research Study of Modular Design of School Buildings in Europe. April 30, 1968 - May 20, 1968. Revised 1969.**

Ontario Dept. of Education, Toronto. School Planning and Building Research Section.  
Pub Date May 69

Note—69p.

EDRS Price MF-\$0.50 HC-\$3.55

Descriptors—Building Materials, Building Trades, \*Component Building Systems, Construction Costs, \*Construction Industry, \*Modular Building Design, \*Prefabrication, Research, \*School Design, Teaching Methods

Research for this comparative study consisted of school visits and discussions on the school building industry with leading men in the field in England, West Germany, Switzerland, and Italy. The study explored the use of prefabrication and modular school design, which provide economical and flexible school buildings to accommodate an increasing school population and changing methods of instruction brought about by the use of audio-visual aids and a new teaching philosophy. (TC)

ED 035 220

EF 003 757

**New York State Higher Education Facilities Comprehensive Planning Program, Fall 1967. Statewide Higher Education Facilities Inventory Interim Report. Space Inventory Report 2.**

New York State Education Dept., Albany. Office of Higher Education Planning.  
Pub Date 67

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—\*College Planning, \*Facility Inventory, Facility Requirements, \*Facility Utilization Research, \*Higher Education, Space Utilization

A detailed analysis is presented of facilities inventory data from New York State higher education institutions, both public and private. A number of space distributions, as a function of student enrollments, are provided. All space inventoried within designated institutional groupings is categorized by type, and divided by



head count and full-time equivalent student enrollments. The resulting figures, which are square feet of space per head count and full-time equivalent student, are compiled into a set of space indices. Institutional profiles, compiled in the same way for each institution involved in the facilities inventory, are included. (FS)

**ED 035 221 EF 003 758**  
**Code of Practice for the Use of Ionizing Radiations in Secondary Schools.**

National Health and Medical Research Council, Canberra (Australia).  
Pub Date May 65

Note—5p.; Reprinted from the Report of 59th Session of the National Health and Medical Research Council, May, 1965

**EDRS Price MF-\$0.25 HC-\$0.35**

Descriptors—\*Laboratory Safety, \*Radiation, Radiation Effects, \*Safety, School Safety, \*Secondary Schools, \*Standards

The appreciation of the potential hazard of ionizing radiation led to the setting up of national, and later, international commissions for the defining of standards of protection for the occupationally exposed worker in the use of ionizing radiation. However, in the last twenty years, with the large scale development of nuclear energy, the need for adequate protection against ionizing radiation has become even more important. This code of practice for the use of ionizing radiations in secondary schools was compiled and recommended by the Occupational Health Committee of the National Health and Medical Research Council of Australia. The publication comprises eight outline sections—(1) Introduction, (2) Modes of Irradiation, (3) General Rules, (4) Control of Sources, (5) Storage and Labeling, (6) Handling of Sources, (7) Disposal of Sources, and (8) The Degree of the Hazard. (KK)

**ED 035 222 EF 003 759**  
**Performance Criteria for the Luminous Environment. Interim Report.**

State University Construction Fund, Albany, N.Y.  
Pub Date Jan 68

Note—23p.; A research project being conducted for the N.Y. State Univ. Construction Fund by the Massachusetts Institute of Technology; part of a larger program to develop a series of documents on performance criteria

**EDRS Price MF-\$0.25 HC-\$1.25**

Descriptors—\*Conference Reports, Design Needs, \*Environmental Research, Glare, Illumination Levels, \*Lighting, \*Performance Specifications, Physical Design Needs, Psychological Design Needs, Task Performance, Vision, \*Visual Environment

This interim report informs the eventual user of the direction of the long-term program; specific criteria are not provided. Five current guidelines in lighting practice were disavowed as follows—(1) that low levels of illumination cause organic harm to the eyes, (2) that the footcandle is the best criterion for determining the proper illumination of a space, (3) that increasing the level of light intensity is the only way to improve visual performance, (4) that rooms with uniform task distribution require uniform lighting, and (5) that uniform lighting is desirable even in rooms with non-uniform task distribution. Plans for follow-up studies and the final report form were discussed. Appendix I lists conference participants. Appendix II presents a design checklist guided by an overall building concept. (KK)

**ED 035 223 EF 003 761**

**Beraneck, Leo L.**  
**Noise, Health, and Architecture.**

Bolt Beranek and Newman, Inc., Cambridge, Mass.  
Pub Date 69

Note—32p.

**EDRS Price MF-\$0.25 HC-\$1.70**

Descriptors—\*Acoustics, \*Architecture, Audition (Physiology), Controlled Environment, Design, Environmental Criteria, Environmental Influences, \*Health, Health Needs, Hearing Loss, \*Physical Design Needs, \*Psychological Design Needs

There is reasonable agreement that hearing impairment is related to noise exposure. This hearing loss due to noise is considered a serious health injury, but there is still difficulty in delineating the importance of noise related to people's general non-auditory well-being and health. Beside hearing loss, noise inhibits satisfac-

tory speech communication in offices, conference rooms, engineering spaces, factories, and ships' compartments, and produces annoyance in residential neighborhoods or multi-family dwellings. Some "noisy" environments can be made more tolerable through architectural design, while in others, machine redesign or ventilation system quieting may solve the problem. In either event, there is an evident need for a U.S. Bureau of Living Standards to work in parallel with the U.S. Bureau of Labor Standards in assuring comfort in our home lives as well as safety and efficiency in our working lives. Noise criteria charts and tables are included. (KK)

**ED 035 224 EF 003 762**

**Marcuse, Michael P.**

**The Role of Community in Facilities Planning.**

Pub Date Oct 69

Note—18p.; Speech presented at 46th Annual Meeting of Council of Educational Facilities Planners, Memphis, Tennessee

**EDRS Price MF-\$0.25 HC-\$1.00**

Descriptors—Community Action, Community Cooperation, \*Community Involvement, \*Community Role, \*School Construction, \*School Planning, Urban Education, \*Urban Schools

The need for school construction in urban areas is discussed, emphasizing the involvement of lay persons in the community in the planning of new buildings. Urban school construction problems and some possible solutions are considered. Discussion is included of procedures and limitations pertaining to the involvement of the community as a whole in various aspects of the work of the school. School-community projects in Philadelphia are described. (FS)

**ED 035 225 EF 003 768**

**Srivastava, Rajendra K. Peel, Thomas S.**

**Human Movement as a Function of Color Stimulation.**

Pub Date Apr 68

Note—42p.

**EDRS Price MF-\$0.25 HC-\$2.20**

Descriptors—\*Color, Cybernetics, Design Needs, \*Environmental Influences, \*Experiments, Human Body, Human Posture, Interior Space, Lighting, Motion, Motor Development, Psychological Design Needs, Research, \*Space Orientation, Traffic Patterns, Visual Environment, Visual Perception, \*Visual Stimuli

A research study and the intent and purpose of its experiments are outlined to support the premise that "a change in the color of an environment will bring a change in the pattern of human movement within that environment". Experiment cited is concerned with the color variables of light beige and dark brown in a controlled environment with museum visitors used as subjects. The study is involved with observing the effect of color changes on—(1) group behavior patterns, (2) the amount of movement, (3) movement patterns, and (4) time or traffic flow rates. A reference list is given. (TG)

**ED 035 226 EF 003 770**

**Dorm 8: An Experimental Social Study.**

Ontario Dept. of Education, Toronto. School Planning and Building Research Section.

Pub Date 69

Note—16p.

**EDRS Price MF-\$0.25 HC-\$0.90**

Descriptors—\*Dormitories, \*Environmental Research, Furniture Arrangement, \*Interior Design, Interior Space, Multiply Handicapped, \*Psychological Design Needs, Residential Schools, Space Dividers, Space Utilization, Spatial Relationship, Storage

A study of the social environment in special schools for the deaf is reported in this publication. The problem was to deinstitutionalize the dormitory environment, and to stimulate an involvement in the surroundings and a sense of personal pride in the children. Research was carried out at the Ontario School for the Deaf, Belleville, with a group of boys aged 16-20. The booklet contains a step-by-step development of a large dormitory space from its initial open plan to a series of segmented, individual areas. Isometric drawings and photographs illustrate the development. (KK)

**ED 035 227 EF 003 772**

**Evans, Benjamin H. Wheeler, C. Herbert, Jr.**

**Emerging Techniques 2: Architectural Programming.**

American Inst. of Architects, Washington, D.C.

Pub Date 69

Note—68p.; Emerging Techniques of Architectural Practice - a continuing study by the Committee on Research for Architects

Available from—American Institute of Architects, 1735 New York Avenue, N.W., Washington, D.C. 20006

**EDRS Price MF-\$0.50 HC Not Available from EDRS.**

Descriptors—\*Architecture, Bibliographies, Communications, \*Design, Evaluation, Information Seeking, Information Storage, Methods, Planning, \*Programming, \*Techniques, Testing

A selected collection of architectural programming techniques has been assembled to aid architects in building design. Several exciting and sophisticated techniques for determining a basis for environmental design have been developed in recent years. These extend to the logic of environmental design and lead to more appropriate and useful facilities. The significant areas of concern with architectural programming are communications, problem definition and hierarchy, fact collection, fees and services, research, testing, and evaluation. Case studies and examples of techniques indicated possible uses of architectural programming for planning and design. (TC)

**ED 035 228 EF 003 773**

**Facilities Standards and Planning Manual for New Jersey County Community Colleges.**

New Jersey State Dept. of Higher Education, Trenton. Div. of Two Year Colls.

Pub Date Jan 69

Note—65p.

**EDRS Price MF-\$0.50 HC-\$3.35**

Descriptors—\*Campus Planning, \*College Buildings, \*Community Colleges, Construction Costs, Facility Expansion, \*Facility Requirements, \*Standards

After some general comments concerning all guidelines, planning standards are described for—(1) various types of new facilities, (2) expansion of present facilities, (3) minimum space requirements for a college, (4) net-to-gross space ratios, and (5) total project costs. Information regarding capital construction project submissions procedure is also included. (FS)

**ED 035 229 EF 003 778**

**Facilities for Vocational Agriculture Departments in West Virginia.**

West Virginia State Board of Education, Charleston. Div. of Vocational-Technical Education.

Pub Date 67

Note—50p.

Available from—Division of Vocational-Technical Education, West Virginia State Board of Education, State Capitol, Charleston, West Va. 25305

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—\*Agricultural Education, Agricultural Machinery, \*Equipment, \*Facility Guidelines, \*Vocational Agriculture

Lists are given of buildings, equipment and supplies necessary to establish and maintain a complete program of vocational education in agriculture for high school students, out-of-school youth, and adults in the community. Quantities and guidelines are specified. Photographs and diagrammatic representations are also included. (FS)

**ED 035 230 EF 003 780**

**University of Northern Iowa Comprehensive Campus Plan.**

Caudill, Rowlett and Scott, Houston, Tex. Architects.

Pub Date Nov 68

Note—71p.

**EDRS Price MF-\$0.50 HC-\$3.65**

Descriptors—Building Design, \*Campus Planning, \*Design Needs, \*Educational Environment, Evaluation, Facility Expansion, Facility Guidelines, Graphs, Physical Environment, Planning, \*Site Analysis, Traffic Patterns, \*Universities

This planning study was conducted in two major phases. Phase I included the investigation and analysis of the educational program and existing physical plant, a statement of policy and goals, determination of needs, and the delineation of conceptual ideas on future growth patterns and campus development. A summary of Phase I is included in this report. Phase II involved the development of a comprehensive campus plan from conceptual form into the various plan ele-

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ments that form the framework of the plan and provide for its implementation. The campus plan is organized into three basic components—(1) Premises—the interpretation of goals and policies into assumptions for physical development, (2) Concepts—major form-giving ideas derived from the premises, and (3) Precepts—guidelines, rules and limits for implementing plan concepts. Graphs, maps, and sketches aid in understanding this study. (TC)

**ED 035 231** EF 003 844

Greenberg, Bernard

**School Vandalism: A National Dilemma. Final Report.**

Stanford Research Inst., Menlo Park, Calif.

Pub Date Oct 69

Note—43p.

Available from—Publications Department, G-158, Research and Development Program, Stanford Research Institute, Menlo Park, California 94025 (\$1.00)

**EDRS Price MF-\$0.25 HC-\$2.25**

Descriptors—\*Delinquent Behavior, \*Estimated Costs, Risk, \*School Vandalism, \*Vandalism

A description is presented of a research program on school vandalism. Many interrelated problems of school vandalism are discussed, and solutions are identified that have been applied in selected school systems. Deficiencies in attempts to control vandalism either through technological or other security means are highlighted. Also included is a description of a research program to develop well-defined solutions that should be pursued if any real, long term progress is to be made in reducing the level of vandalism existing in the schools. (FS)

**ED 035 232** EF 003 845

**Study of Buffalo Schools. A Report on Educational Program, Facilities, and Finance in the City School District, Buffalo, New York.**

New York State Education Dept., Albany.

Pub Date Nov 69

Note—94p.

**EDRS Price MF-\$0.50 HC-\$4.80**

Descriptors—Budgets, \*Educational Finance, \*Facility Expansion, Financial Support, \*Physical Facilities, \*Program Evaluation, School Buildings, \*School Surveys

Based on an intensive study of the Buffalo School System, findings and recommendations are presented regarding the instructional programs, staffing, and physical plant needs and fiscal problems. Separate sections contain detailed information and analyses of—(1) the instructional program at the elementary and secondary levels, (2) physical facilities, (3) comparison of appropriations with projected budget estimates, and (4) revenue for Buffalo public schools. (FS)

**ED 035 233** EF 003 853

Ezerzky, Eugene M.

**City to Country. Outdoor Education for New York City.**

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Jun 69

Note—71p.

Available from—Educational Facilities Laboratories, 477 Madison Avenue, New York, New York 10022

**EDRS Price MF-\$0.50 HC-\$3.65**

Descriptors—Cost Effectiveness, Educational Parks, \*Educational Programs, \*Environmental Education, Evaluation Techniques, \*Facility Guidelines, \*Facility Inventory, \*Outdoor Education, Property Accounting, Recreational Programs, Resources

The need for outdoor education for city children and the availability of facilities for it in the New York metropolitan area are explored in this feasibility study. The most significant finding is the existence of vast outdoor education resources waiting for school administrators to tap them. The information is presented in two parts—(1) examination of the curriculum, the values, the expenses, and the possibilities of outdoor education for New York City, and (2) the implications for facilities as identified by the educational program. (TC)

**ED 035 234** EF 003 856

**Preliminary Plans. A Senior High School in the Bailey Hill Area, Eugene, Oregon.**

Lutes and Amundson, AIA, Architects and Community Planners, Springfield, Ore.

Pub Date Oct 64

Note—56p.

**EDRS Price MF-\$0.25 HC-\$2.90**

Descriptors—Audiovisual Centers, Building Plans, \*Decision Making, \*Facility Expansion, \*Flexible Facilities, Graphs, Parks, \*School Design, \*Senior High Schools, Site Development, Space Utilization, Team Teaching

The design of this high school is explained by outlining the decision making process used by the architects. The following design criteria form the basis of this process—(1) design for expansion, (2) design for team teaching, (3) organized by function, (4) space for teachers, (5) space for instructional materials, (6) audio-visual communication center, (7) design for joint school-park use, (8) design for year-round school year, (9) flexibility in design and structure, and (10) design stimuli for students. The meaning of the design criteria is depicted through graphs and diagrams. A site plan, floor plans, and photographs explain the end products of the design. (TC)

**ED 035 235** EF 003 862

**Campus (CAATS) Project Volume I: A Progress Report on the Development of Cost Simulation Models for Three Ontario Colleges of Applied Arts and Technology.**

Systems Research Group, Toronto (Ontario).

Pub Date Nov 69

Note—58p.

**EDRS Price MF-\$0.50 HC-\$3.00**

Descriptors—\*Colleges, Computers, \*Cost Effectiveness, Data Analysis, Data Collection, Data Processing, Information Systems, \*Models, \*Simulation, Systems Analysis, \*Systems Approach

Beginning January 1, 1969, Systems Research Group (SRG) undertook a project to develop operational cost simulation models of three of the colleges of applied arts and technology in Ontario. These models, and the data needed to feed them, have been developed and are now operating. SRG describes their progress to date and identifies the remaining activities they have undertaken. A computer aided information system has been designed and set up in the colleges. It includes procedures and forms for gathering and preparing the data needed as well as for reporting on the results of a simulation. (TC)

**ED 035 236** EF 003 863

Hopkinson, R. G.

**Architectural Physics: Lighting.**

Department of Scientific and Industrial Research, London (England). Building Research Station.

Pub Date 63

Note—370p.

Available from—British Information Services, 845 3rd Avenue, New York, N.Y. 10022 (\$9.00; Her Majesty's Stationery Office, London W.C.1, England (50s))

**Document Not Available from EDRS.**

Descriptors—\*Architecture, Color, Contrast, Environmental Criteria, \*Environmental Research, Glare, Illumination Levels, \*Light, \*Lighting, Lighting Design, \*Physics, Vision, Visual Acuity, Visual Perception

The author coordinates the many diverse branches of knowledge which have dealt with the field of lighting—physiology, psychology, engineering, physics, and architectural design. Part I, "The Elements of Architectural Physics", discusses the physiological aspects of lighting, visual performance, lighting design, calculations and measurements of illumination levels, daylighting, glare and visual comfort, reflectance, and color. Part II consists of edited reprints of papers previously published by the author and his colleagues; these papers have been grouped to correspond with the chapters of Part I. Photographs, diagrams and charts appear throughout the work. (KK)

**ED 035 237** EF 003 864

Swimming Pools.

Ministry of Housing and Local Government, London (England).

Report No.—Design-Bull-4

Pub Date 62

Note—16p.

Available from—British Information Services, 845 3rd Avenue, New York, N.Y. 10022 (\$5.00; Her Majesty's Stationery Office, London W.C.1, England (2s.6d.))

**Document Not Available from EDRS.**

Descriptors—Equipment, \*Facility Guidelines, Facility Requirements, Heating, Lighting,

Locker Rooms, \*Physical Education Facilities, \*Physical Facilities, \*Swimming Pools, Ventilation

Technical and engineering data are set forth on the design and construction of swimming pools. Consideration is given to site selection, pool construction, the comparative merits of combining open air and enclosed pools, and alternative uses of the pool. Guidelines are presented regarding—(1) pool size and use, (2) locker and changing rooms, (3) spectator accommodation, and (4) entrance hall and ancillary accommodations. Recommendations are included for engineering services (purification of water, heating and ventilation, electrical installation, lighting, and acoustics). (FS)

**ED 035 238** EF 003 865

**School Furniture Dimensions: Standing and Reaching.**

Department of Education and Science, London (England).

Report No.—Building-Bull-38

Pub Date 67

Note—36p.

Available from—British Information Services, 845 3rd Avenue, New York, N.Y. 10022 (\$1.10; Her Majesty's Stationery Office, London W.C.1, England 5s 6d)

**Document Not Available from EDRS.**

Descriptors—Anatomy, Body Height, \*Children, Design, \*Design Needs, \*Educational Equipment, \*Elementary Education, Human Body, \*Human Engineering, Human Posture, Kinesthetic Perception, Measurement, Physical Characteristics, Physical Environment, Physiology, Task Analysis, Task Performance, Test Construction, Test Results, Work Environment

Performance of school children in regard to their standing and reach postures are described with dimensions given on the limits of their performance only. The facts of task performances are presented for the following tasks—(1) seeing into a shelf, (2) reaching into a shelf, (3) drawing on a vertical surface, (4) sitting or standing while performing a task at a work surface, and (5) working at a bench. Testing conditions and methods used in gathering criteria are given. Dimensional limits of school children are indicated and can be used in the design of educational equipment. Diagrams, scales and charts are included. (TG)

**ED 035 239** EF 003 866

**Playing Fields and Hard Surface Areas.**

Department of Education and Science, London (England).

Report No.—Building-Bull-28

Pub Date 66

Note—89p.

Available from—British Information Services, 845 3rd Avenue, New York, N.Y. 10022 (\$2.50; Her Majesty's Stationery Office, London, W.C.1, England (12s 6d))

**Document Not Available from EDRS.**

Descriptors—\*Athletic Fields, Construction (Process), Costs, \*Facility Guidelines, Facility Requirements, Maintenance, \*Physical Education Facilities, Planning, \*Playgrounds, Site Development, Specifications

Guidelines are presented regarding the planning, layout, construction, and maintenance of outdoor playing fields for physical education. Consideration is given to the dual use of playing fields by the school and the community, the planning of hard surface playing areas, and specifications and bills of quantities. Maintenance costs of grass playing fields, specifications for playing fields and other games provisions, and seed mixtures and seed-turf analyses are set forth in the appendices. Diagrammatic illustrations are included throughout. (FS)

**ED 035 240** EF 003 867

**Lighting in Schools.**

Department of Education and Science, London (England).

Report No.—Building-Bull-33

Pub Date 67

Note—72p.

Available from—British Information Services, 845 3rd Avenue, New York, N.Y. 10022 (\$2.30; Her Majesty's Stationery Office, London W.C.1, England (11s 6d))

**Document Not Available from EDRS.**



**Descriptors**—Classroom Environment, Contrast, Daylight, \*Educational Environment, Environmental Criteria, Environmental Influences, Illumination Levels, \*Lighting, \*Lighting Design, \*Performance Specifications, Schools, Solar Radiation, \*Vision

The application of good lighting principles to school design is discussed. Part 1 of the study is concerned with the general principles of light and vision as they affect lighting in schools. Parts 2 and 3 deal with the application of these principles to daylighting and artificial lighting. Part 4 discusses the circumstances in which the daylighting and the artificial installation can be designed to be used together. Part 5 and Appendices 1 and 2 consider in greater detail some of the problems which arise in lighting specific spaces in the school, in lighting for the partially-sighted and in remodeling old schools. Many drawings, diagrams, and photographs supplement the text. (KK)

ED 035 241

EF 003 869

**Student Residence.**

Department of Education and Science, London (England).

Report No.—Building-Bull-37

Pub Date 67

Note—40p.

Available from—British Information Services, 845 3rd Avenue, New York, N.Y. 10022 (\$2.10); Her Majesty's Stationery Office, London W.C.1, England (10s 6d)

**Document Not Available from EDRS.**

**Descriptors**—\*College Housing, \*Construction Costs, \*Dormitories, Facility Guidelines, \*Facility Requirements, \*Physical Facilities, Planning, Residential Schools

Principal facility requirements and costs of residential accommodations for students are discussed. After specifying the various space and facility requirements and providing cost information for the various classes of facilities, the report details requirements pertaining to external works (road access; car parking; grassing, planting, and paving). Technical requirements are given for: (1) space heating, (2) hot water services, (3) ventilation, (4) sound insulation, and (5) forms of construction. Diagrammatic representations are included throughout. (FS)

ED 035 242

EF 003 870

**Boarding Schools for Maladjusted Children.**

Department of Education and Science, London (England).

Report No.—Building Bull-27

Pub Date 65

Note—20p.

Available from—British Information Services, 845 3rd Ave., New York, New York 10022 (\$2.80); Her Majesty's Stationery Office, London, W.C.1, England (4s)

**Document Not Available from EDRS.**

**Descriptors**—Boarding Homes, \*Boarding Schools, \*Building Design, Building Operation, Building Plans, Construction Needs, Curriculum, Environment, \*Facility Guidelines, Facility Requirements, Flexible Facilities, Housing, Institutional Schools, Interior Space, \*Maladjustment, \*Planning, Problem Children, School Policy, Site Selection, Special Education, Special Libraries, Teachers

Guidelines and requirements for planning and designing boarding schools for maladjusted children are reviewed, with data on special living and learning facilities and teaching needs. Building, classroom, and living facilities planning is outlined and based upon the educational, social and environmental needs of maladjusted children. Recommendations for living facilities are given for pupils, staff, and administrative personnel. Special and communal facilities are discussed including dining rooms, sickrooms, libraries, and bedrooms, with emphasis on the relationships between living and learning spaces. Construction, building design, and building equipment considerations are given for the combination boarding and educational facility. Facility diagrams and layouts are included. (TG)

ED 035 243

EF 003 871

**Controlling Dimensions for Educational Building. Building Bulletin.**

Department of Education and Science, London (England).

Pub Date 64

Note—27p.

Available from—British Information Services, 845 3rd Ave., New York, New York 10022 (\$0.80); Her Majesty's Stationery Office, London W.C.1, England (4s)

**Document Not Available from EDRS.**

**Descriptors**—Architects, Component Building Systems, \*Construction Industry, \*Facility Guidelines, \*Measurement, \*Prefabrication, School Construction, \*School Design, Structural Building Systems

Increasing pressure on the building industry and competition for its resources has caused many authorities to make more extensive use of factory-made components for their school building projects in both conventional and system building. A common dimensional controlling discipline has been developed to aid architects and administrators in school design. Controlling dimensions are set forth for structural system, ceiling heights, floor and roof depths, changes of level and the spacing of structural supports. The preferred dimensions are intended to set the dimensional framework for components, but not to establish actual dimensions for individual components. Diagrams and sketches of various building components explain the application of the dimensional framework to various methods of construction. (TC)

ED 035 244

EF 003 872

**Designing for Science: Oxford School Development Project.**

Department of Education and Science, London (England).

Report No.—Building-Bull-39

Pub Date 67

Note—98p.

Available from—British Information Services, 845 3rd Avenue, New York, N.Y. 10022 (\$2.80); Her Majesty's Stationery Office, London W.C.1, England (13s 6d)

**Document Not Available from EDRS.**

**Descriptors**—Architecture, \*Building Design, Design Preferences, \*Facility Guidelines, \*Physical Facilities, Science Equipment, \*Science Facilities, \*Science Laboratories

Design features are described for a science building for a large boys' school in Oxford, England. General considerations of the project are discussed; and specific information is provided for each subject department (general science, biology, chemistry, and physics) and for preparation and storage facilities, a central workshop, and a library. Technical objectives are specified, and consideration is given to: (1) services, (2) heating, ventilation, and lighting, and (3) cost and contractual procedure. Diagrammatic representations are included. (FS)

ED 035 245

EF 003 873

**The Coordination of Components for Educational Building.**

Department of Education and Science, London (England).

Report No.—Building-Bull-42

Pub Date 68

Note—42p.; The second Building Bulletin on this topic (the first being 'Controlling Dimensions for Educational Building')

Available from—Her Majesty's Stationery Office, London W.C.1, England (5s 9d); British Information Services, 845 3rd Ave., New York, New York 10022 (\$1.20)

**Document Not Available from EDRS.**

**Descriptors**—\*Building Design, Building Trades, \*Component Building Systems, \*Coordination, Facility Guidelines, Performance Specifications, Prefabrication, \*School Design, \*Standards

The coordination of the building components of educational facilities is discussed. The resulting components will be used for a wide range of building types in addition to schools and the recommendation should therefore be seen as part of a widespread move toward establishing a national British 'pool' of dimensionally related components. The two main objectives presented are: (1) to identify those characteristics which must be standardized if components are to be shared by many users, and establish these standards, and (2) to suggest conventions of assembly for these components. The discussions of the performance standards, and design and manufacture of components aid in explaining the application of coordinated building components to the construction process. (TC)

ED 035 246

EF 003 874

**Secondary School Design: Physical Education.**

Department of Education and Science, London (England).

Report No.—Building-Bull-26

Pub Date 65

Note—30p.

Available from—British Information Services, 845 3rd Avenue, New York, N.Y. 10022 (\$1.10); Her Majesty's Stationery Office, London W.C.1, England (5s 6d)

**Document Not Available from EDRS.**

**Descriptors**—\*Building Design, \*Facility Guidelines, Facility Requirements, \*Gymnasiums, \*Physical Education Facilities, Physical Facilities, School Buildings, School Design, \*Swimming Pools

Current trends in physical education in secondary schools in England are analysed in relation to the design of indoor physical education facilities. Spaces needed for the study of movement in dance and modern gymnastics are outlined; and the indoor provisions necessary for games, athletics, contests, and swimming are discussed, with comments on the dimensions, wall and floor finishes, lighting and heating required. The balance of accommodation is considered with special attention to joint use by the school and the community. Diagrammatic illustrations supplement the discussion throughout. (FS)

ED 035 247

EF 003 875

**Secondary School Design: Sixth Form and Staff.**

Department of Education and Science, London (England).

Report No.—Building-Bull-25

Pub Date 65

Note—45p.

Available from—British Information Services, 845 3rd Avenue, New York, N.Y. 10022 (\$1.50); Her Majesty's Stationery Office, London W.C.1, England (7s 6d)

**Document Not Available from EDRS.**

**Descriptors**—\*Design Preferences, \*Facility Guidelines, \*Physical Facilities, \*School Buildings, \*School Design, School Planning, Secondary Schools

Information is presented regarding the design of an environment for the education of twelfth grade students and for accommodation for staff. Two main aspects of facilities for students are given consideration: first, the kind of environment needed for work (working spaces); secondly, the kind of environment needed for recreational and social life. In considering accommodation for the staff, facility requirements are discussed—(1) teaching staff, (2) administrative staff, (3) medical staff, and (4) maintenance and ancillary staff. Diagrammatic representations are included throughout. (FS)

ED 035 248

EF 003 876

**Secondary School Design: Drama and Music.**

Department of Education and Science, London (England).

Report No.—Building-Bull-30

Pub Date 66

Note—64p.

Available from—British Information Services, 845 3rd Avenue, New York, N.Y. 10022 (\$1.70); Her Majesty's Stationery Office, London W.C.1, England (8s 6d)

**Document Not Available from EDRS.**

**Descriptors**—Arts Centers, \*Classrooms, Design Preferences, \*Drama, Facility Guidelines, \*Facility Requirements, \*Music Facilities, Stages, \*Theaters

Drama activities are analyzed in terms of their needs for accommodation, from classrooms up to small theaters for performance before an audience, with many possibilities between these two extremes. Similarly, music activities are analyzed in terms of the needs for rooms for class teaching, for instrumental and ensemble practice and listening, as well as for relatively infrequent concert performances. Examples are presented of accommodation designed or adapted for drama or music in schools and colleges of many different types. Diagrammatic representations are included throughout. (FS)

ED 035 249

EF 003 877

**Secondary School Design: Workshop Crafts.**

Department of Education and Science, London (England).

Report No.—Building-Bull-31

Pub Date 66

Note—44p.



Available from—British Information Services, 845 3rd Avenue, New York, N.Y. 10022 (\$1.20); Her Majesty's Stationery Office, London W.C.1., England (6s)

**Document Not Available from EDRS.**

Descriptors—\*Architecture, Design Preferences, Facility Guidelines, \*Facility Requirements, \*Industrial Arts, \*Physical Facilities, School Design, \*School Shops

Design features are described for school shop facilities. Some general requirements common to most workshops are discussed; and specific design information is provided for general woodwork, general metalwork, and combined wood and metalwork facilities. The grouping of the workshop crafts and their relation to other parts of the school are also considered. Diagrammatic representations are included throughout. (FS)

**ED 035 250 EF 003 878**  
**Secondary School Design: Designing for Art and Crafts.**

Department of Education and Science, London (England).

Report No.—Building-Bull-34

Pub Date 67

Note—48p.

Available from—British Information Services, 845 3rd Avenue, New York, N.Y. 10022 (\$1.30); Her Majesty's Stationery Office, London W.C.1., England (6s 6d)

**Document Not Available from EDRS.**

Descriptors—\*Architecture, \*Art, Art Education, Art Materials, \*Crafts Rooms, Design Preferences, Facility Guidelines, \*Facility Requirements, \*Physical Facilities

Some aspects of design common to most studios are discussed. A number of different art and craft processes are described, with the requirements in terms of equipment, storage, and expected use. Discussion is included of examples of planning arrangements of individual studios grouped into three categories—(1) general, multi-purpose studios, (2) studios mainly for pictorial work, and (3) studios mainly for three-dimensional work. The grouping and relationships of accommodations for art are also considered. Diagrammatic representations are included. (FS)

**ED 035 251 EF 003 879**  
**Secondary School Design: Modern Languages.**

Department of Education and Science, London (England).

Report No.—Building-Bull-43

Pub Date 68

Note—76p.

Available from—British Information Services, 845 3rd Avenue, New York, N.Y. 10022 (\$1.80); Her Majesty's Stationery Office, London W.C.1., England (9s)

**Document Not Available from EDRS.**

Descriptors—Audio Video Laboratories, \*Classrooms, Design Preferences, \*Facility Requirements, Language Instruction, \*Language Laboratories, \*Language Laboratory Equipment

Design features are described for the spaces and facilities needed for the variety of activities which make up the process of language learning. Discussion is presented of the design implications of the functions served by the special facilities and equipment of modern language learning. Examples of various types of facilities and equipment are included along with diagrammatic representations. (FS)

**ED 035 252 EF 003 880**  
**New Problems in School Design: Additions for the Fifth Form.**

Department of Education and Science, London (England).

Report No.—Building-Bull-32

Pub Date 66

Note—44p.

Available from—British Information Services, 845 3rd Avenue, New York, N.Y. 10022 (\$1.30); Her Majesty's Stationery Office, London W.C.1., England (6s)

**Document Not Available from EDRS.**

Descriptors—Architecture, \*Facility Expansion, \*Facility Guidelines, \*School Buildings, \*School Construction, \*School Design, School Planning, Secondary Schools

The school leaving age in England has been raised to sixteen years, which has created a need for additional facilities to accommodate the increased number of students at the secondary level. Practical suggestions are put forth for a

range of buildings using standard components to provide extra teaching accommodation at secondary schools in need of expansion. The education approach which underlies the design studies is described, and a technical description is given. A number of sketch designs are presented with brief comments on the facilities provided in each. (FS)

**ED 035 253 EF 003 883**  
**Prefabrication: A History of Its Development in Great Britain.**

Department of Scientific and Industrial Research, London (England). Building Research Station.

Report No.—NBS-SR-36

Pub Date 65

Note—406p.

Available from—British Information Services, 845 3rd Avenue, New York, N.Y. 10022 (\$9.00); Her Majesty's Stationery Office, London W.C.1., England (50s.)

**Document Not Available from EDRS.**

Descriptors—\*Building Design, \*Building Innovation, Component Building Systems, Construction (Process), \*Construction Industry, Government (Administrative Body), \*History, Housing, Laws, Legislation, \*Prefabrication, Systems Approach

A history of prefabrication in Britain from the first Victorian innovations in wood, glass, and cast iron, through the developments of the inter-war years and the buildings of the immediate post-war period to the 'system building' of today is presented. The study is not confined to houses and flats but examines the influences of non-traditional building methods on the design of railway, farm and school buildings. Activities of various government and other committees and the influence that these bodies, as well as early housing legislation, had on the course of prefabrication is discussed. Prefabrication is presented as a history of building innovations from the point of view of an architect and historian. (TC)

**ED 035 254 EF 003 897**  
**Independent School District #834, Stillwater Senior High School, Stillwater, Minnesota.**

Hammel, Green and Abrahamson, Architects, St. Paul, Minn.

Pub Date [68]

Note—13p.

**EDRS Price MF-\$0.25 HC-\$0.75**

Descriptors—Building Plans, \*Educational Programs, Flexible Scheduling, Group Discussion, \*High Schools, Individual Study, Learning Laboratories, \*Physical Environment, Resource Centers, \*School Design, Site Development, Team Teaching

In 1962 a re-evaluation of this high school's educational program indicated a need for massive change in its organization patterns; emphasis was to be on the individual student and his adaptability in a changing society. The new pattern of organization includes large and small group discussions, teacher teams, resource centers or learning laboratories, individual learning, and flexible scheduling. A site plan, floor plans, and photographs explain the physical environment of the school. (TC)

**ED 035 255 EF 003 899**  
**Henry B. duPont Middle School. Alexis I. duPont School District.**

Whiteside, Moessel and Carbonell, Architects, Wilmington, Del.

Pub Date [66]

Note—23p.

**EDRS Price MF-\$0.25 HC-\$1.25**

Descriptors—Building Plans, \*Educational Programs, Flexible Schedules, Group Instruction, Independent Study, \*Individualized Instruction, \*Middle Schools, \*School Design, \*Team Teaching

The best techniques of individualized instruction have been utilized in the development of the program in this new middle school. Team teaching will provide for large and small group instruction plus opportunities for independent study. The teacher teams will utilize both the horizontal and vertical organizational approach. Diagrams of the functional relationships of the basic program elements aid in explaining the floor plans. (TC)

**ED 035 256 EF 003 912**  
**Design Development Report: Southwestern Community College, Creston, Iowa.**

Shaver and Co., Michigan City, Ind.

Pub Date Aug 68

Note—27p.

Available from—Shaver and Co., 105 Washington St., Box 501, Michigan City, Indiana

**Document Not Available from EDRS.**

Descriptors—\*Academic Education, Building Plans, Colleges, \*Community Colleges, Educational Programs, \*Flexible Facilities, Libraries, School Design, Vocational Education, \*Vocational Training Centers

Southwestern Community College was designed to meet the requirements of the comprehensive educational program. The program provides flexibility in terms of future educational requirements and a choice of highly specialized or general educational programs in both the academic and vocational areas. The relationship of the academic and vocational facilities was considered a major parameter in the development of both the program and the three dimensional statement of the building. A single building concept of design was adopted, keeping the general academic and vocational spaces completely flexible. The building, whose focus is the instructional materials center and faculty areas, is expandable away from and toward the center to provide space as it becomes necessary. The use of the focus of the circle for areas related to all disciplines encourages the interaction of disciplines, students, and educators. (TC)

**ED 035 257 EF 003 915**  
**Christensen, G. And Others**

**Thermal Performance of Idealized Double Windows, Unvented. Research Paper No. 223.**

National Research Council of Canada, Ottawa (Ontario). Div. of Building Research.

Pub Date Jul 64

Note—12p.; Presented at the American Society of Heating, Refrigerating, and Air Conditioning Engineers 71st Annual Meeting, Cleveland, Ohio, 1964

**EDRS Price MF-\$0.25 HC-\$0.70**

Descriptors—Air Flow, Building Design, \*Climate Control, Climatic Factors, Construction (Process), Controlled Environment, \*Design Needs, Evaluation, Glass Walls, Performance Specifications, \*Research, Temperature, Testing, \*Test Results, Thermal Environment, Ventilation, \*Windows

The testing plans, procedures, and results of an experiment are revealed concerning the thermal performance and variable factors of unvented double windows, their heat transmission and inner surface temperature. Data are given to help improve the design and development of standards for the thermal performance of windows. Building humidity, window arrangement and condensation problems are discussed along with criteria for air-space, window frames and sashes. Test measurement charts, drawings and a reference list are included. (TG)

**ED 035 258 EF 003 916**  
**Hutcheon, N. B.**

**Humidity and Buildings. Technical Paper No. 188.**

National Research Council of Canada, Ottawa (Ontario). Div. of Building Research.

Report No.—NCR-8152

Pub Date Sep 64

Note—9p.; Printed text duplicated from Building Materials News, Vol. 20, April 1964

**EDRS Price MF-\$0.25 HC-\$0.55**

Descriptors—Building Design, \*Building Operation, \*Climate Control, \*Controlled Environment, \*Humidity, Physical Design Needs, \*Thermal Environment, Ventilation

Modified and controlled relative humidity in buildings for certain occupancies is discussed. New criteria are used in determining the needs, desirability and problems associated with humidities in a building. Severe winter climate requires that special attention be given to the problems associated with increased indoor humidities during cold weather. Building enclosures should be designed to avoid accelerated degradation and increased maintenance due to the humidities contained in the building. (TC)

**ED 035 259 EF 003 918**  
**Hutcheon, N. B.**

**Glass Walls in North America. Technical Paper No. 179.**

National Research Council of Canada, Ottawa (Ontario). Div. of Building Research.

Report No.—NCR-7980

Pub Date May 64

Note—6p.; Reprinted from C.I.B. Bulletin No. 4, 1963, pp19-23

**EDRS Price MF-\$0.25 HC-\$0.40**

Descriptors—Air Conditioning, Architectural Elements, \*Building Design, Building Materials, Climate Control, Climatic Factors, Construction (Process), Construction Costs, Design Needs, \*Environmental Criteria, Environmental Influences, Glare, Glass, \*Glass Walls, Heat, \*Light, Planning, Research, \*Solar Radiation, Thermal Environment

Solar heat gains (radiation) and its effects on the building environment are discussed, in conjunction with the proper and improper use of large glass areas in the exterior walls of buildings in North America. The difficulties of solar heat gain and of controlling natural light and glare are outlined and said to influence building comfort and air conditioning needs. Glass types and methods of construction with glass material are analyzed with regard to construction costs. (TG)

ED 035 260 EF 003 931

Garber, Lee O. Edwards, Newton  
Law Governing School Property and School Building Construction. School Law Casebook Series No. 7.

Pub Date 65

Note—116p.

Available from—The Interstate Printers and Publishers, Danville, Illinois (\$1.50)

Document Not Available from EDRS.

Descriptors—Court Cases, \*Court Litigation, Legal Problems, \*School Buildings, \*School Construction, \*State Laws

Legal principles of the law governing school property and school building construction are considered in the first section of this casebook. From the legal principles mentioned, the most significant are selected and illustrated with appropriate court decisions in the second section. Many of the cases selected illustrate more than one legal principle. (FS)

ED 035 261 EF 003 936

Hunt, William Dudley, Jr., Ed.  
Comprehensive Architectural Services—General Principles and Practice.

American Inst. of Architects, Washington, D.C.

Pub Date 65

Note—241p.

Available from—McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10016 (\$8.00)

Document Not Available from EDRS.

Descriptors—\*Architects, Architectural Programming, \*Architecture, \*Building Design, Fees, \*Guidelines, \*Professional Services, Site Analysis, Systems Analysis

A basic primer of comprehensive architectural services has been compiled for use by architects who wish to expand the range of services offered to clients. The titles of the six major parts describe the topic content—(1) The New Role of the Architect, (2) Principles of Comprehensive Architectural Services, (3) The Architect and His Client, (4) Promotional Services, (5) Project Analysis Services, and (6) Related and Supporting Services. The individual discussions range from the organization of the architectural office to professional fees and site analysis. (TC)

ED 035 262 EF 003 937

Metzger, Keyes D.

Planning Academic and Research Library Buildings.

Spons Agency—Association of Coll. and Research Libraries, Chicago, Ill.; Association of Research Libraries, Washington, D.C.

Pub Date 65

Note—431p.

Available from—McGraw-Hill Book Co., 330 West 42nd Street, New York, New York 10016 (\$14.50)

Document Not Available from EDRS.

Descriptors—\*Building Design, Building Equipment, Construction Costs, \*Facility Guidelines, \*Libraries, Library Equipment, Library Guides, Library Standards, Mechanical Equipment, Modular Building Design, Planning, \*Research Libraries, \*School Libraries

A nontechnical guide to many facets in the design of efficient libraries is presented for everyone concerned with library building planning. The author discusses—(1) the problems involved in planning libraries for the future, (2) the library objectives and their relation to aesthetic problems, quality of construction, function and cost, (3) the financial matters of funding and construction, (4) the modular system, (5) the problems relating to floor heights, (6) the traffic

problems, (7) the accommodations for readers and staff, (8) the housing of collections, (9) the lighting and ventilating, (10) the mechanical and construction problems, (11) the furniture and equipment, and (12) the planning process. (TC)

ED 035 263 EF 003 945

Higher Education Facilities Comprehensive Planning Program. Facilities Inventory Manual for New York State. Revised 1969.

New York State Education Dept., Albany. Office of Higher Education Planning.

Pub Date 69

Note—99p.

Available from—The University of the State of New York, The State Education Department, Office of Higher Education Planning, Albany, New York 12224

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—College Buildings, \*College Planning, \*Facility Inventory, Facility Utilization Research, \*Higher Education, \*Manuals, Physical Facilities, \*Property Accounting

Guidelines are presented to assist New York institutions of higher education in classifying building data by means of a uniform system that will be compatible with a similar coding system in use throughout the United States. This facilities inventory manual includes a description of the Higher Education Facilities Comprehensive Planning Program and the updating of previous inventory procedures. In addition to general instructions, information and forms are given for the building characteristics inventory and the room-by-room facilities inventory. (FS)

ED 035 264 EF 003 950

On Using and Being a Consultant.

American Association of Junior Colleges, Washington, D.C.

Pub Date 67

Note—35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—\*Consultants, \*Consultation Programs, \*Guidelines, School Services

Based on the oral and written discussions of a workshop conference on the consultative process, this pamphlet identifies salient features for major considerations in using and being a consultant. In regard to using a consultant, guidelines are presented for—(1) identifying the purpose, (2) selecting the consultant, (3) appointing the consultant, (4) preparing for the consultant's visit, (5) receiving and working with the consultant, and (6) following up on the consultant's visit. In regard to being a consultant, guidelines are presented for—(1) accepting an appointment, (2) preparing for consultation, (3) on the job, and (4) follow-up consultation. Information is included on budgets, evaluation, and compensation services. (FS)

ED 035 265 EF 003 958

Costs and South Dakota Higher Education State-wide Comprehensive Plan of Higher Education in South Dakota. An Inventory of Costs Higher Education Data.

South Dakota State Commission of Higher Education Facilities, Pierre.

Pub Date Sep 69

Note—99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors—Budgeting, \*Cost Effectiveness, \*Costs, Educational Economics, \*Educational Finance, Expenditures, \*Higher Education, \*Statistical Data

Narrative and statistical data that emerged from a research study of costs and South Dakota Higher Education are presented. The report is concerned with an analysis of the most significant characteristics of costs in South Dakota colleges and universities and related data. Research includes data on seven state controlled colleges and universities and eight privately controlled higher education institutions in South Dakota. The appendices present information regarding—(1) the pattern of income and expenditures for educational and general purposes, (2) cost allocation procedures, (3) budget preparation and processing, (4) projected operating costs for higher education, and (5) costs evaluative instrument. (FS)

ED 035 266 EF 004 034

Small, Frank L.

Areas and Facilities for Physical Education and Recreation. An Interpretive Bibliography.

Wisconsin Univ., Madison. ERIC Clearinghouse on Educational Facilities.

Pub Date Jan 70

Note—100p.

EDRS Price MF-\$0.50 HC-\$5.10

Descriptors—\*Annotated Bibliographies, \*Field Houses, \*Gymnasiums, Locker Rooms, \*Physical Education Facilities, Playgrounds, \*Recreational Facilities, Swimming Pools

The references included were drawn from the documents received and processed to date by the ERIC Clearinghouse on Educational Facilities, and are organized into the following sections—(1) indoor physical education facilities, (2) outdoor physical education areas and facilities, (3) indoor and outdoor physical education areas and facilities, and (4) recreation areas and facilities. (Author)

ED 035 267 EF 004 054

Systematic Methods in School Planning, Programming, and Design. A Selected Bibliography.

Wisconsin Univ., Madison. ERIC Clearinghouse on Educational Facilities.

Pub Date Jan 70

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Architectural Programming, Architecture, \*Bibliographies, Building Design, Campus Planning, City Planning, \*Decision Making, Design, Methods, Models, Planning, \*Problem Solving, \*School Design, Systems Analysis, \*Systems Approach

A selected reference list is presented of 94 source publications of interest to architects contemplating employing systematic methods in the execution of professional services involving planning, programming, and design. The publication is divided into four major topical areas—(1) architectural design, (2) design (general), (3) decision making, and (4) planning. Each citation is followed by a listing of descriptors which are selected to describe the subject elements of each document. (TC)

ED 035 268 EF 004 087

Isler, Norman P.

Cost Factors in the Planning, Design, Financing, and Construction of Elementary and Secondary Educational Facilities. An Interpretive Bibliography.

Wisconsin Univ., Madison. ERIC Clearinghouse on Educational Facilities.

Pub Date Feb 70

Note—70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors—\*Bibliographies, Bond Issues, Building Conversion, \*Capital Outlay (for Fixed Assets), \*Construction Costs, Contracts, Design, \*Educational Finance, \*Educational Planning, Federal Aid, State Aid

Fifty-seven references to documents received and processed to date by ERIC/CEF concerned with cost implications of educational facilities at the elementary and secondary levels are included in this interpretive bibliography. The references are classified according to content within the following categories—(1) Economies in School Construction, (2) School Bond Elections, (3) Renovating and Remodeling, (4) Construction Programs in Specific Areas, (5) Design Methodologies and Construction Procedures, (6) Urban School Construction, and (7) Federal and State Aid. Each reference is indexed and abstracted and the procurement source for each document is supplied. (NI)

ED 035 269 EM 007 066

Andrade, Manuel And Others

Measurement of Listening Comprehension Via Television in Elementary School Spanish Instruction; Development of Programmed Learning Materials for Use with Televised Spanish Instruction; Results in First, Second, and Third Year Research. Denver-Stanford Project on the Context of Instructional Television.

Denver County Public Schools, Colo.; Stanford Univ., Calif. Inst. for Communication Research. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—R-3; R-4; R-5; R-7; R-10

Pub Date Mar 64

Note—226p.

EDRS Price MF-\$1.00 HC-\$11.40

Descriptors—Audioinstructional Aids, Conversational Language Courses, \*Educational Programs, Experimental Programs, Instructional



Materials, Instructional Television, \*Language Instruction, Language Laboratories, Language Learning Levels, Language Proficiency, \*Language Programs, Languages, Language Teachers, Language Tests, Listening Comprehension, Programed Instruction, Programs, \*Spanish

Identifiers—Stanford Denver Project

The Stanford-Denver Project is a continuing study of elementary school Spanish instruction. These five documents report on various aspects of this study, especially the use of new technology to make instruction of Spanish more efficient. The first study details the construction of a listening comprehension test which could be given via television to students who can neither write nor read Spanish. The second discusses the development of programed learning materials for Spanish instruction and their effectiveness. The third document presents the results from an experiment testing different utilizations of instructional television. The fourth reports on experiments done to determine the proper time to begin study of written Spanish, and along with the fifth study, compares teacher instruction with automated instruction. A combination of both techniques is found to be preferable to either alone. The fifth study examines the use of audio aids in earlier grades and finds them efficacious. (BB)

ED 035 270 EM 007 593

Graves, Richard D.

**A Study of the Problems of a Media Center and Innovative Practices in the Junior College.**

California Univ., Los Angeles. Junior Coll.

Leadership Program.

Pub Date 13 Dec 69

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—\*Behavioral Objectives, \*Inservice Teacher Education, Instructional Innovation, \*Instructional Materials Centers, \*Instructional Media, Instructional Technology, Instructional Television, Junior Colleges, Media Research, \*Media Specialists, Multimedia Instruction, Programed Instruction, Systems Approach, Teacher Interns, Teaching Methods, Teaching Procedures, Video Tape Recordings

Teachers are generally unprepared to undertake the design and development of instrumentation media. An intensive developmental program must be initiated to inform them and other interested parties about the advantages of working with innovations in education. Media coordinators could do much more to promote the support function of a media center. In fact, if innovative practices are to be universally accepted, a dedicated program of support from administration, faculty, and technical media facilities must be a reality. A clarification of the systems approach, instrumentation, conceptual learning, and programs needs to be made in the form of "descriptors" as employed by the ERIC Clearinghouse. To facilitate all of the above, inservice workshops, displays of the media support function, pilot programs, staff augmentation, university "media specialist" curriculums, active association of the media coordinator with the faculty and evaluation of this association, and internship programs in media coordination are all strongly recommended. (MM)

ED 035 271 EM 007 594

Coulson, J. E. Silberman, H. F.

**Results of Initial Experiment in Automated Teaching.**

System Development Corp., Santa Monica, Calif.

Report No.—SP-73

Pub Date 8 Jul 59

Note—33p.

Available from—System Development Corporation, 2500 Colorado Ave., Santa Monica, California 90404

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Autoinstructional Aids, Constructed Response, Educational Research, Educational Technology, Instructional Technology, Linear Programming, \*Optional Branching, Pacing, \*Programed Instruction, Programed Materials, Program Evaluation, Program Improvement, Programming, \*Response Mode, Sequential Programs, \*Teaching Machines

Eight groups of ten junior college students were given an experimental training session with manually simulated teaching machines, each group being taught with a different mode of

teaching machine operation. The variables were student response mode, size of steps between successive items, and branching procedure. A written test was given to all students after the training session, and again three weeks later. The same test was given to a control group which had no training with the teaching machines. The use of the simulated teaching machines led to a significant degree of learning by the subjects. Multiple choice and branching procedures required less time but did not affect test scores significantly. Small item steps required significantly more training time, but also yielded significantly higher test scores. Significant interaction between the mode of response and branching variables resulted from a high mean criterion score obtained by the constructed response-non-branching group. Statistical tables supplement the report. [Not available in hard copy due to marginal legibility of original document.] (JY)

ED 035 272 EM 007 613

Diamond, James J.

**A Report on Project GROW: Philadelphia's Experimental Program in Computer Assisted Instruction.**

Philadelphia School District, Pa. Office of

Research and Evaluation.

Pub Date Aug 69

Note—68p.

EDRS Price MF-\$0.50 HC-\$3.50

Descriptors—Achievement Rating, \*Biology Instruction, \*Computer Assisted Instruction, Computer Oriented Programs, Display Systems, Educational Technology, Experimental Programs, Institutional Research, \*Programed Instruction, Programed Materials, \*Reading Instruction, \*Secondary Education, Student Attitudes, Student Reaction, Teacher Attitudes, Teaching Machines

Identifiers—Project GROW

Computer assisted instruction (CAI) in Biology and Developmental Reading was administered at two junior high schools and two senior high schools in Philadelphia. The achievement of the students in CAI was compared with comparable students in traditionally instructed classes. The results of the standardized tests were equivocal. In Reading, the CAI classes performed significantly better than comparable students in traditional classes. Differences in achievement were not obtained between the CAI and traditional Biology classes. This was attributed to computer down time and a lack of sufficient content validity in the standardized Biology test. An attitude survey constructed for the project indicated that the pupils liked working with the machines, but were frustrated when the system did not function properly. A discussion of the project, including the results of unstandardized achievement tests, and an analysis of the pupils' responses while interacting with the computer is included. Tables of statistical data supplement the report. The appendix contains a list of topics covered in the CAI units and samples of the student and teacher questionnaires. (Author/JY)

ED 035 273 EM 007 623

Spottiswoode, Raymond, Ed. And Others

**The Focal Encyclopedia of Film and Television Techniques.**

Pub Date 69

Note—1100p.

Available from—Communication Arts Books, Hastings House, Publishers, Inc., 10 East 40th Street, New York, N. Y. 10016 (\$37.50)

Document Not Available from EDRS.

Descriptors—Bibliographies, \*Broadcast Television, Commercial Television, Electronics, \*Encyclopedias, \*Film Production, Films, Indexes (Locators), Language Standardization, Mass Media, \*Media Technology, Photography, \*Production Techniques, Techniques, Technology, Television

The increasing convergence between film and television has brought about a need for an encyclopedia linking the two media. The volume covered here is devoted to the area of technology, to film and to television individually, and to the interrelationships which have developed between them. A historical framework is also provided, as is a survey of the roles of principal creative technicians. The terminology is manipulated in order to accommodate both British and North American readers. Long articles are devoted to more than a hundred main subjects, and some fifteen hundred shorter entries are sup-

plemented with a synoptic survey embracing the whole field of technology covered by the encyclopedia. The encyclopedia is cross-referenced and includes a comprehensive bibliography. It is illustrated by nearly one thousand line-drawings and indexed in order to give full access to material which would otherwise remain embedded in long articles. (SH)

ED 035 274

Neese, James A.

**Description of Audio-Visual Recording Equipment and Method of Installation for Pilot Training.**

Conductron-Missouri, Inc., St. Charles, Mo.

Spons Agency—Aerospace Medical Research

Labs, Wright-Patterson AFB, Ohio.

Report No.—AD-683 022; AMRL-TR-68-73

Pub Date Oct 68

Note—44p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-683 022, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Audio Equipment, Audio Video Laboratories, Equipment, Equipment Maintenance, Equipment Utilization, Evaluation, Evaluation Techniques, \*Flight Training, Instructional Technology, Military Training, \*Program Effectiveness, \*Program Evaluation, Tape Recorders, Tape Recordings, \*Video Tape Recordings

The Audio-Video Recorder System was developed to evaluate the effectiveness of in-flight audio/video recording as a pilot training technique for the U.S. Air Force Pilot Training Program. It will be used to gather background and performance data for an experimental program. A detailed description of the system is presented and construction and installation drawings are included and discussed. Maintenance and spare parts implications of the specific system design are detailed and initial operating instructions are included. (SH)

ED 035 275

Feurzeig, Wallace

**Computer Systems for Teaching Complex Concepts.**

Bolt Beranek and Newman, Inc., Cambridge,

Mass.

Spons Agency—Office of Naval Research,

Washington, D.C.

Report No.—AD-684 831

Pub Date Mar 69

Note—183p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-684 831, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, \*Concept Teaching, Diagnostic Teaching, Fundamental Concepts, Instruction, \*Instructional Design, Learning, Logic, Mathematical Concepts, Mechanical Teaching Aids, \*Program Design, \*Programed Instruction, Programs, Scientific Concepts, \*Systems Concepts

Four programming systems—Mentor, Stringcomp, Simon, and Logo—were designed and implemented as integral parts of research into the various ways computers may be used for teaching problem-solving concepts and skills. Various instructional contexts, among them medicine, mathematics, physics, and basic problem-solving for elementary school children, were used to investigate new lines of approach to programed teaching, programming, and instructional monitoring. The results suggest valuable contributions which computer-aided instruction may make to education. The comprehension of programming languages apparently provides a basic framework for the study of mathematics, and practical subjects (navigation, languages, music) whose mastery requires the integration of mechanical and intellectual skills may be effectively taught with instructional monitors utilizing diagnostic cues. Diagrams, sample programs, and explanations of programming logic are included. (SH)

ED 035 276

EM 007 626

**Educational Facilities Study Manual and Design; Flint-Genesee County Comprehensive Land Use Transportation Planning Study.**

Genesee County Metropolitan Planning Commission, Flint, Mich.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Report No.—PB-180 394



Pub Date Sep 68

Note—40p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-180 394, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Design, Design Needs, Education, Educational Demand, Educational Facilities, Educational Needs, \*Educational Planning, Facilities, \*Facility Expansion, Facility Guidelines, Facility Improvement, Facility Inventory, \*Longitudinal Studies, Manpower Needs, Manpower Utilization, Planning, \*Planning Commissions, \*Regional Planning, School Planning.

The Educational Facilities Study Item of the Flint-Genesee County (Michigan) Comprehensive Land Use-Transportation Planning Study is implementing a program to identify present and future educational problems and needs in Genesee County. This report is a technical document to guide the execution of the research and analysis of the study. The study will be directed to providing an information base to assist school officials in the planning and development of an educational system which solves identified problems and fulfills identified needs and still achieves consistency with the metropolitan land use-transportation plan. It will synthesize conclusions relating to present and future levels of educational needs in their social, cultural, and vocational aspects, as well as incorporate a "manpower requirements" survey projected in five-year increments to the year 1990. Appendices and flow charts are included. (SH)

ED 035 277

EM 007 627

Symonds, John D.

Social Reinforcement, Personality and Learning Performance in Cross-Cultural Programmed Instruction.

Illinois Univ., Urbana. Group Effectiveness Research Lab.

Spons Agency—Office of Naval Research, Washington, D.C. Advanced Research Projects Agency.

Report No.—AD-685 641

Pub Date Mar 69

Note—35p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-685 641, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Branching, \*Cross Cultural Training, Evaluation, Feedback, Field Studies, \*Learning, Learning Laboratories, Learning Processes, Negative Reinforcement, \*Personality, Positive Reinforcement, Programed Instruction, Programed Tutoring, \*Reinforcement.

An Arab Culture Assimilator, basically a branching type of learning program, was administered to forty-seven subjects in two groups involved in a cross-cultural field study in order to determine the differing effects of varied social reinforcement on learning performance. The conditions of reinforcement were: correct, positive; incorrect, negative; correct, both negative and positive; incorrect, both negative and positive; and no evaluation. Document differential motivation was felt to explain the discrepancy between the results of the two groups, in one of which negative reinforcement significantly lowered learning performance and in the other raised it. Exhibitionism, introversion, and dominance and, to a lesser degree, achievement and abasement appeared to be related to performance in some social reinforcement conditions, but not in others. It was suggested that a less ipsative measure of personality may be more effective in isolating pertinent personality variables relating to learning performance under different conditions of social evaluation. Tables of results are included. (Author/SH)

ED 035 278

EM 007 633

Weiss, Walter

The Effects of Persuasive Communications on Attitudes. Annual Report Number Three.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va. Directorate of Information Science.

Report No.—AD-661 454

Pub Date Oct 67

Note—35p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-661 454, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Attitudes, \*Behavior, \*Communication (Thought Transfer), Communication Problems, Educational Research, Educational Strategies, Motivation Techniques, \*Psychoeducational Processes, Psychological Patterns, \*Psychological Studies, Psychology, Reactive Behavior, Social Psychology, Verbal Communication.

Research into the effects on attitudes of persuasive communications has continued to focus primarily on the empirical analysis of communication and source effects. While theory has been used to guide the work, it is less of the grand and overpowering variety, and more of the kind that employs assumptions about basic psychological processes that are presumed to modulate communications effectiveness. Independent variables studied include the natural cogency of the communication, communicator credibility, identification of the communicator before and after exposure to the communication, phrasing of the issue, number of exposures to the communication, and incentive for counter-attitudinal behavior. Other effects, including the time of payment of the subjects, were examined. (Author/BB)

ED 035 279

EM 007 634

Holland, Wade B.

Soviet Cybernetics: Recent News Items, Number Thirteen.

Rand Corp., Santa Monica, Calif.

Report No.—AD-665 103

Pub Date Jan 68

Note—73p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-665 103, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Automation, Computer Based Laboratories, Computer Oriented Programs, \*Computer Science, Computer Storage Devices, \*Cybernetics, Data Processing, Economic Factors, Economic Progress, \*Electromechanical Technology, Electronic Equipment, Information Theory, Input Output Devices, Man Machine Systems, Programed Instruction, \*Technological Advancement.

An issue of "Soviet Cybernetics: Recent News Items" consists of English translations of the leading recent Soviet contributions to the study of cybernetics. Articles deal with cybernetics in the 21st Century; the Soviet State Committee on Science and Technology; economic reforms in Rudnev's ministry; an interview with Rudnev; Dnepr-2; Dnepr-2 control computer complex; Penza computer factory; programed teaching; machine operating efficiency; third-generation work at Minsk factory; management science coordination; and the need for small computers, among others. (BB)

ED 035 280

EM 007 635

Seidel, Robert J. Kopstein, Felix F.

A General Systems Approach to the Development and Maintenance of Optimal Learning Conditions. Professional Paper 1-68.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Report No.—AD-665 274

Pub Date Jan 68

Note—25p.; Paper presented at American Psychological Association Annual Convention (75th, Washington, D.C., September 1967).

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-665 274, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Instructional Design, \*Instructional Technology, \*Learning Theories, Programed Instruction, Programming, Research Methodology, Systems Approach, \*Systems Development, \*Teaching Models.

In the context that a general systems approach to the development and maintenance of optimal learning conditions is a point of view rather than a doctrine, two empirical examples are given. To illustrate the desirability of the systems-like approach in studying the nature of learning, the organisms chosen were representative of two widely separate points on the phylogenetic scale. The first comes from a study done with the hooded rat and the second from research on human behavior. Finally, an illustration of a total systems approach is given by describing the development of an instructional model a priori to experimentation. (Author)

ED 035 281

EM 007 636

Schank, Roger C.

The Use of Conceptual Relations in Content Analysis and Data Base Storage.

Tracor Inc., Austin, Tex.

Report No.—AD-666 992

Pub Date Jan 68

Note—57p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-666 992, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Computational Linguistics, \*Computers, Computer Science, \*Concept Formation, Cybernetics, \*Data Analysis, Data Collection, Data Processing, Information Processing, Information Storage, \*Linguistic Theory, Machine Translation, Man Machine Systems, Programming, Programs.

Since natural language may be assumed to have an underlying conceptual structure, it is desirable to have the machine structure its own experience, both linguistic and nonlinguistic, in a manner concomitant with the human method for doing so. This paper presents some attempts at organizing the machine's information conceptually. The different systems discussed include Deese's Categorical Dictionary, Salton's SMART, Wood's Question-Answering System, Quillian's Semantic Memory, the DEACON System, and Schank's Conceptual Dependency. The attempts are discussed and coordinated into a framework for what may be a practicable system. (Author/BB)

ED 035 282

EM 007 637

Huggett, Geoffrey And Others

Computer-Aided Technical Training Using Electronic Equipment On-Line with the CAI System.

University of Southern California, Los Angeles.

Report No.—AD-672 189

Pub Date Jun 68

Note—41p.; Prepared in cooperation with Illinois University, Urbana, Computer-Based Education Research Lab.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-672 189, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, Autoinstructional Methods, \*Computer Assisted Instruction, Computer Oriented Programs, Computers, Computer Science Education, Course Descriptions, \*Courses, Instructional Innovation, Instructional Media, Instructional Technology, Programed Instruction, Students, \*Teaching Machines, \*Technical Education.

This report describes an experimental course in the operation and troubleshooting of a communications transceiver, the AN/URC-32, in which the transceiver is used as part of an instructional station in a CAI system. The transceiver and the CAI system are hard-wired together to form a single training system. The system is presently operating in the Computer-Based Education Research Laboratory of the University of Illinois. A student's operation of switches on the transceiver front panel is sensed by the CAI system. The CAI system can insert and remove malfunctions in the transceiver under program control. This allows practice in operating and troubleshooting the equipment to be coordinated with the presentation of technical information in the lessons. The student is required to put his knowledge of this information to immediate use in solving troubleshooting problems. The report describes the initial implementation of the above features. (Author)

ED 035 283

EM 007 638

Catalog of Programmed Instructional Material, Supplement.

Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Report No.—AD-673 356

Pub Date Feb 68

Note—143p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-673 356, MF \$6.5, HC \$3.00).

Document Not Available from EDRS.

Descriptors—Conversational Language Courses, \*Course Descriptions, Course Objectives, \*Courses, Educational Innovation, Instructional Innovation, Intensive Language Courses, Language Instruction, Military Personnel, \*Military Training, \*Programed Instruction, Programed Tutoring, Project Training Methods, Training

A supplement to the NavPers 93826 Catalog of Programmed Instructional Material provides a full description of instructional material programmed within the Navy since April, 1967. Summaries are given of all courses, including information on the specific learners for whom the course's instruction is intended, the type of program, the projected time required, its objectives, scope, and other pertinent codes, clearances and technical information. (Author/BB)

ED 035 284

EM 007 639

Jamison, Dean And Others

Satellite Systems for Instructional Radio.

Rand Corp., Santa Monica, Calif.

Report No.—AD-673 829; P-3910

Pub Date Aug 68

Note—13p; Prepared in cooperation with London University, England

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-673 829, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, Communications, \*Communication Satellites, Cost Effectiveness, \*Developing Nations, Educational Methods, \*Educational Radio, Educational Strategies, Educational Television, Information Networks, Mass Media, Radio, \*Radio Technology, Systems Analysis, Technical Assistance

Recent studies suggest that Educational Television (ETV) broadcast from geostationary satellites can markedly reduce the cost and time required to provide educational opportunity for the citizens of large, less-developed countries. The sheer volume of educational needs precludes, however, the possibility of satisfying very many of them with only a few (1 to 10) information channels. A thorough systems analysis of instructional satellite systems (if such be possible) would examine the myriad interactions conceivable among components of the technical system, the educational system, the economy, and society as a whole. While we shall not altogether ignore these interactions, our concern here is less ambitious. The purpose in this paper is simply to point out the economic and technical attractiveness of satellite-based instructional radio systems with 50 to 200 channels. (Author)

ED 035 285

EM 007 640

Dolyatovskii, V. A. Sotnikov, E. M.

Some Principles of Learning and Learning with the Aid of Machines.

Wright-Patterson AFB, Ohio. Foreign Technology Div.

Report No.—AD-673 920; FTD-HT-23-631-67

Pub Date 1 Dec 67

Note—15p; Edited translation of "Izvestiya Vysshikh Uchebnykh Zavedenii. Elektromekhanika (USSR) n8 p881-890 1965

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-673 920, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, \*Computer Assisted Instruction, Computer Oriented Programs, Computers, \*Computer Science Education, Data Processing, Educational Technology, Electromechanical Aids, \*Electronic Data Processing, Electronic Equipment, Input Output Devices, Instructional Innovation, \*Teaching Machines, Technical Education

A translated Soviet document describes some theories of learning, and the practical problems of developing a teaching machine—as taught in an Industrial Electronics course (in the automation and telemechanics curriculum). The point is stressed that the growing number of students at institutions of higher learning in the Soviet Union, up forty percent from 1957 to 1963, has led to increased pressure on teaching personnel to rationalize the teaching process. After outlining the basic principles of the learning process, the authors describe the teaching program for the students of the industrial electronics course which served as the basis for the construction of the appropriate table model electronic teaching machine. The entire course was divided into eight sections each of which was further subdivided into three subsections or information units. The program as well as the design and operation of the teaching machine is given, including printouts of electronic components. (BB)

ED 035 286

EM 007 641

Fradkin, S. L.

Experiment in Application of Methods of Programmed Instruction.

Wright-Patterson AFB, Ohio. Foreign Technology Div.

Report No.—AD-674 706; FTD-MT-24-363-67

Pub Date 21 Dec 67

Note—14p; Edited machine translation of "Srednee Sposobnoe Obrazovanie" (USSR) n8 p39-44 1966

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-674 706, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, Computer Assisted Instruction, \*Computers, Educational Innovation, \*Educational Technology, Feedback, Instructional Innovation, Instructional Technology, \*Programed Instruction, Programed Materials, Program Effectiveness, Programming, Students, \*Teaching Machines

In a document translated from the Russian, an analysis is made of various forms and methods of programmed learning. The primary developments in the introduction of programmed learning methods are: creation of programed teaching aids; use of existing textbooks for programed lectures with feedback; and use of both teaching machines and machineless methods of checking knowledge. These directions are described in some detail and compared. It is noted that the potential of programed learning for saving the student's time is often not realized, due to the fact that the students are not accustomed to the increased amounts of independent work which programed learning requires. Some examples of programed methods used in the author's school are presented. Subjects taught are primarily technical. (Author)

ED 035 287

EM 007 642

Reinhard, Erwin A. Roth, Charles H., Jr.

Computer-aided Instructional System for Transmission Line Simulation.

Texas Univ., Austin. Electronics Research Center.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va. Directorate of Information Science.

Report No.—AD-676 278; TR-51

Pub Date 10 Jul 68

Note—135p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-676 278, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, \*Computer Assisted Instruction, \*Computers, Constructed Response, Display Systems, Educational Technology, Feedback, Input Output Devices, Instructional Technology, \*Intermode Differences, Program Design, \*Programed Instruction, Programed Materials, Programming, Simulation, Teaching Machines

A computer-aided instructional system has been developed which utilizes dynamic computer-controlled graphic displays and which requires student interaction with a computer simulation in an instructional mode. A numerical scheme has been developed for digital simulation of a uniform, distortionless transmission line with resistive terminations and arbitrary voltage sources at either or both ends of the line. The numerical transient and steady-state solution is independent of the number of spatial increments used to simulate the transmission line. The numerical solution provides data for an on-line CRT display unit which permits visual observation of the space-time dynamic behavior of the voltage and current waves. A computer-controlled audio tape recorder, a special keyboard, and special software for dynamic scope displays and for lesson programming have been developed as part of the instructional system. This system permits student interactions with a computer programed lesson and associated laboratory stimulations to create learning experiences which cannot be duplicated in the classroom or laboratory. (Author)

ED 035 288

EM 007 643

Shuford, Emir H., Jr. Massengill, H. Edward

The Relative Effectiveness of Five Instructional Strategies.

Shuford-Massengill Corp., Lexington, Mass.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va. Directorate of Information Science.

Report No.—AD-677 206; SM-R-8

Pub Date Jun 67

Note—17p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-677 206, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Cost Effectiveness, \*Educational Psychology, Educational Research, Group Behavior, Groups, \*Individualized Instruction, Instructional Improvement, Instructional Materials, Probability, \*Programed Instruction, Small Group Instruction, Students, Teaching, \*Teaching Methods

Logic and mathematics are used to gain some insight into the effective and efficient application of instruction. A pupil's state of knowledge is represented by the degree of confidence he possesses in the subject matter. A cost, gain, and return from instruction are associated with each possible initial degree of confidence and each instructional sequence. Two group strategies, two individualized strategies, and a precisely-tailored instructional strategy are compared on the basis of expected return from instruction per individual strategy for seven distributions of initial knowledge. The relative effectiveness of instruction is found to depend critically upon the distribution of initial knowledge for the class of pupils. (Author)

ED 035 289

EM 007 644

Shuford, Emir H., Jr. Massengill, H. Edward

The Worth of Individualizing Instruction.

Shuford-Massengill Corp., Lexington, Mass.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va. Directorate of Information Science.

Report No.—AD-677 204; SM-R-6

Pub Date Nov 66

Note—34p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-677 204, MF \$6.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Behavior, \*Computer Assisted Instruction, Cost Effectiveness, Educational Research, Instructional Materials, Instructional Technology, Optional Branching, Prediction, Probability, \*Programed Instruction, Psychological Patterns, Psychological Tests, \*Psychology, \*Psychometrics, Statistical Data

In decision-theoretic psychometrics, to determine the worth of individualizing instruction, equations are developed for expressing the cost and gain for applying an instructional sequence. This report is divided into three parts: first, a logical analysis of guessing; second, the effect of guessing on the quality of personnel and counseling decisions; third, the worth of individualizing instruction. The expected return from assigning instruction on the basis of admissible probability measurement, admissible choice testing, conventional choice testing, prior information only and matching the average student is computed for each of seven distributions of state of knowledge. The performance of admissible probability measurement is outstanding, matching the average student is surprisingly good, while the others are disappointing. (BB)

ED 035 290

EM 007 645

Purifoy, George R., Jr.

Instructional Methodology and Experimental Design for Evaluating Audio-Video Support to Undergraduate Pilot Training.

American Institutes for Research, Pittsburgh, Pa. Spons Agency—Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.

Report No.—AD-680 408

Pub Date Oct 68

Note—86p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-680 408, MF \$6.5; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Airborne Television, \*Aircraft Pilots, Audio Video Laboratories, \*Audiovisual Aids, Audiovisual Centers, \*Audiovisual Instruction, Educational Equipment, Educational Innovation, Educational Television, \*Flight Training, Instructional Materials, Job Training, Military Training, Training, Training Techniques



# Identifiers—Audio Video Recording Systems, AVRS

This report presents a detailed description of the methods by which airborne video recording will be utilized in training Air Force pilots, and presents the format for an experiment testing the effectiveness of such training. Portable airborne recording with ground playback permits more economical and efficient teaching of the critical visual and auditory cues which trigger, mediate and result from pilot performance. Audio/video equipment utilization is described for T-37 and T-38 aircraft, and training methodology, which has been formulated to permit use of video recording and teaching techniques in the Air Force Undergraduate Pilot Training Program, is described along with some of its limitations. Four parts are seen to the training sequence: briefing, airborne training, debriefing, and individualized tape review. Plans for an eight-month experimental evaluation of the effects of audio/video techniques are detailed, including schedules, operating practices, student selection procedures, instructor training plans, data gathering procedures, and guidelines for final analysis. (Author/BB)

ED 035 291

EM 007 646

Goodman, Walter Gould, Thomas F.  
New York State Conference on Instructional Uses of the Computer. Final Report.

Center for Demonstration of Computer Aided Instruction and other Educational Media, Yorktown Heights, N.Y.

Spons Agency—New York State Education Dept., Albany. Center on Innovation in Education.

Pub Date 68

Note—36p.; Proceedings of Conference, Tuxedo Park, N.Y., October 3-5, 1968

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors—Autoinstructional Aids, \*Computer Assisted Instruction, Computer Oriented Programs, \*Conference Reports, \*Conferences, Educational Change, \*Educational Innovation, Educational Objectives, Educational Policy, Educational Research, Instructional Aids, Instructional Improvement, Instructional Media, Instructional Technology, State Surveys, Teaching Machines

Identifiers—CAI, New York State Educational Department, NYSED

A conference on the instructional uses of the computer was held in New York State in October, 1968. The purpose of the conference was to discuss and analyze new trends in computer-assisted instruction, to disseminate new information on advances in educational technology, to acquaint participants with activities in New York State computer centers, and to consider ways of better coordinating CAI efforts within the state. Reports given by the major CAI users in New York make up the first section of the report. The second section contains a general discussion of the future prospects of computer-assisted instruction. The advance of computer hardware has been so rapid that hardware technology is now four to six years ahead of the user's capability to take advantage of it. There is a general lack of computer software as a concomitant result. CAI is reported to be from five to fifteen times as expensive as conventional instruction. The conclusion reached by the conference is that all programs are in an exploratory stage with plenty of enthusiasm but little firm evidence that computers can change the quality of instruction significantly. (BB)

ED 035 292

EM 007 656

MacLean, Rodrick  
Television in Education.

Pub Date 68

Note—151p.

Available from—Methuen Educational Ltd., 11 New Fetter Lane, London EC4 (England) (25/\$3.00)

Document Not Available from EDRS.

Descriptors—Broadcast Television, Closed Circuit Television, \*Educational Innovation, Educational Research, \*Educational Television, Instructional Materials, \*Instructional Television, Mass Media, Telecourses, Televised Instruction, \*Television, Television Curriculum, Television Research, Television Teachers

A survey of the use of television in education in Britain presents the medium not as a revolutionary approach to instruction, but rather as a

new facility through which the teacher can better achieve traditional educational aims. The medium is analyzed according to its ability to magnify, distribute vision instantaneously, store visual material, and to assemble large amounts of heterogeneous material. The present utilizations of television—from over-the-air broadcast to the general public or to specific interested groups, to closed-circuit, specific task use in single schools or universities—are described, and the implications for its future development in education discussed. Current techniques and equipment are described along with the growing, and differentiating, roles of educator and television professional. The author assesses the value of broadcast services and explains the nature of the quite different and specialized fields of closed circuit and intra-institutional television. (BB)

ED 035 293

EM 007 657

Mesthene, Emmanuel G.

Harvard University Program on Technology and Society; Fifth Annual Report, 1968-1969.

Harvard Univ. Program on Technology and Society, Cambridge, Mass.

Spons Agency—International Business Machines Corp., White Plains, N.Y.

Pub Date 69

Note—82p.

Available from—Harvard University Program on Technology and Society, 61 Kirkland St., Cambridge, Mass. 02138 (single copies, free upon request; bulk orders, \$1.00 each)

Document Not Available from EDRS.

Descriptors—Change Agents, Changing Attitudes, \*Human Engineering, Innovation, Leisure Time, Psychological Needs, Research, Scientific Concepts, \*Social Change, Social Systems, Social Values, \*Technological Advancement, \*Technology, Work Environment

The fifth annual report of Harvard University's Program on Technology and Society describes current research in the Program's major areas of concentration—namely the effects of technological change on the life of the individual in society, social and individual values, the political organization of society, and the structure and processes of social institutions. In the past year interest has shifted towards the first area, the study of the position of the individual in a technological society, with new investigations of work and leisure patterns, and the relationship between psychological character and the changing technical requirements of occupations. Other studies investigate the strain put upon traditional social values by new advances, in particular new biomedical techniques which allow redefinition of traditional concepts such as life, death and human dignity. The anatomy of the categorical negative response to innovation is explored. The appendices contain details about publications, research personnel, teaching activities and the Program's organization. (BB)

ED 035 294

EM 007 658

Cooley, William W.

Computer-Assisted Instruction in Statistics. Technical Report.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Pub Date 69

Note—24p.; Paper presented at Conference on Statistical Computation, University of Wisconsin (Madison, April 30, 1969)

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Computational Linguistics, \*Computer Assisted Instruction, Computer Based Laboratories, \*Computer Oriented Programs, Computers, Computer Science, \*Computer Science Education, Instruction, Instructional Innovation, Instructional Media, Programming, \*Statistics, Teaching Machines, Technical Education, Time Sharing

Identifiers—Monte Carlo, PLANIT, University of Pittsburgh

A paper given at a conference on statistical computation discussed teaching statistics with computers. It concluded that computer-assisted instruction is most appropriately employed in the numerical demonstration of statistical concepts, and for statistical laboratory instruction. The student thus learns simultaneously about the use of computers and those concepts which are best

demonstrated through the use of computers—for example, multivariate analysis. In an introductory course on statistical inference, computers are used for weekly laboratory exercises, generating random numbers, empirical theoretical distributions, Monte Carlo studies, means, and the like. However, direct use of the computer in instruction—namely directions and questions included on-line—is at this time too expensive. As cost of computer time decreases it should become more feasible. Future planning centers around more flexible student terminals, and the development of a battery of computer-administered tests to further individual instruction. (BB)

ED 035 295

EM 007 660

Shaw, Alan C.

Lecture Notes on a Course in Systems Programming.

Stanford Univ., Calif. Computation Center.

Report No.—PB-176 762

Pub Date 9 Dec 66

Note—216p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-176 762, MF \$65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Automation, Computer Oriented Programs, Computer Science, \*Courses, Language Typology, Man Machine Systems, \*Program Design, Programmers, \*Programming, Programming Problems, Symposia, Syntax, \*Systems Analysis, Systems Approach, Time Sharing

The lecture notes of two courses in Systems Programming, given by Professor Niklaus Wirth in 1965 and 1966 at Stanford University, are reproduced. Overall subjects covered with the theme of general systems programming include: assemblers, interpreters, input-output programming, supervisory programs (monitors), an introduction to compilers, phrase structure programming languages, and Algol compilation. (Author/BB)

ED 035 296

EM 007 661

Wurtele, Zivia S.

Mathematical Models for Educational Planning. Professional Paper.

System Development Corp., Santa Monica, Calif.

Report No.—PB-177 729

Pub Date 30 Nov 67

Note—32p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-177 729, MF \$65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Classification, Computer Programs, \*Cost Effectiveness, \*Educational Planning, Group Dynamics, \*Mathematical Models, \*Prediction, Programming, Sociometric Techniques, \*Statistical Analysis, Teaching Methods

The utilization of computer programmed mathematical models for educational planning has a brief but rapidly accelerating history. This paper describes and, to some extent, evaluates several of these models. It also discusses some of the theoretical problems associated with their formulation and implementation. Models surveyed are of: (1) the educational system or some of its components, and (2) the economy, in which education is one of several interrelated activities. The final chapter contains some general remarks on the role of mathematical models as tools for educational planning. (Author)

ED 035 297

EM 007 662

Lohman, Joseph D. And Others

Teacher Education and Parent-Teacher Aides in a Culturally Different Community: A Demonstration Project.

California Univ., Berkeley. School of Criminology.

Report No.—PB-179 415

Pub Date Jul 67

Note—160p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (PB-179 415, MF \$65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Attitudes, \*Demonstration Projects, \*Interaction, Job Analysis, \*Parent School Relationship, Professional Personnel, Site Selection, \*Sociometric Techniques, Statistical Data, \*Teacher Education

The purpose of the demonstration project was to promote school-parent communications and to reduce the social distance between the school and the family, by involving both parents and



teachers in the common task of educating the children. This report presents a description and findings based upon data collected during the first eight weeks the project was conducted. It also describes the project organization, relates the demographic data of the setting and the subjects, describes the process of collecting the data, and presents relevant analyses of that data and tentative findings. (Author)

ED 035 298 24 EM 007 665

Pierce, M. Scheffel

Orientation to Instructional Television for Faculties of Higher Education Institutions by Network ETV in Nebraska. A Study of Decision-Making for ETV Utilization. Final Report. Nebraska Univ., Lincoln.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-8071

Pub Date Feb 69

Grant—OEG-7-078071-3790

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Administrator Attitudes, Educational Innovation, Educational Research, \*Educational Television, Instructional Aids, Instructional Media, \*Instructional Television, \*Questionnaires, State Surveys, Surveys, \*Teacher Attitudes, Televised Instruction, Television, Television Surveys, Television Viewing

Identifiers—Council for Higher Education, ITV, Nebraska Educational Television, NETCHE

A study by questionnaire attempted to identify the factors controlling the selection or non-selection of available resources in network-broadcast instructional television, and to identify the academic-administrative involvements of those officials—deans, chairmen, and teachers-making decisions on the use of instructional television. Those polled included twenty-six colleges, junior colleges and universities in the Nebraska Educational Television Council for Higher Education (NETCHE). The questionnaire investigated general attitudes toward ITV, the courses televised by NETCHE, and the supplementary instructional materials devised by NETCHE, and specific degrees of willingness to be involved in ITV programs. The results showed that the general use of instructional television is related primarily to its high quality when used as an adjunct to already established courses, and secondarily to the need to serve large numbers of students. No general continuum of attitudes according to academic position of those involved with selection of ITV use was identified. (BB)

ED 035 299 24 EM 007 666

Girod, Gerald R.

The Effectiveness and Efficiency of Two Types of Simulation as Functions of Level of Elementary Education Training. Final Report.

Washington State Univ., Pullman.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-1-055

Pub Date Sep 69

Grant—OEG-9-570055-0047(057)

Note—162p.

EDRS Price MF-\$0.75 HC-\$8.20

Descriptors—Educational Equipment, Educational Experiments, Educational Facilities, Educational Research, Education Majors, \*Elementary School Teachers, Learning, \*Simulation, \*Teacher Education, Teacher Education Curriculum, \*Teaching Methods, Teaching Techniques, Training

An experiment was performed to determine the efficiency of simulation teaching techniques in training elementary education teachers to identify and correct classroom management problems. The two presentation modes compared were film and audiotape. Twelve hypotheses were tested via analysis of variance to determine the relative efficiency of these modes for training sixty-five sophomore, junior, and senior education students. Measures taken included response quality, cues discriminated, response errors, stimulus recyclings, elapsed time, and attitude change. Results on most hypotheses were equivocal, and experimental bias was held to be a source of obfuscation in the results. Results showed that sophomores learned less quickly during the first half of training, but made up the difference during the second half. Subjects trained with films showed similar initial inefficiency, while au-

diotape subjects discriminated fewer cues initially. Effects attributable to training level tended to be nonsignificant measures of effectiveness. A bibliography is included. (BB)

ED 035 300 EM 007 670

Valverde, Horace H.

Maintenance Training Media: An Annotated Bibliography.

Aerospace Medical Research Labs, Wright-Patterson AFB, Ohio.

Report No.—AD-673 371

Pub Date May 68

Note—100p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-673 371, MF \$ .65, HC \$3.00)

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, \*Audiovisual Aids, Equipment Evaluation, Instructional Aids, Instructional Technology, Models, Simulators, Teaching Machines, \*Training Techniques

The training analyst must be able to specify training media requirements during the early stages of weapon systems development. Also, training specialists frequently need to make training media selections for center or base level courses. This report provides such personnel with information to assist them in the development of training equipment requirements. The selected annotated bibliography contains 200 references to government sponsored training media research and development reports from 1950 to 1966. All of these reports are available through the Defense Documentation Center (DDC) to military agencies and their registered contractors. Each reference bears a DDC Accession Document (AD) number. Research and development reports on various technical aspects of training media (except operator training) of a general nature are included. The report describes, classifies, and graphically presents representative training media. The bibliography contains references to (1) training media requirements, (2) training aids, including graphics, motion pictures, television, and general training aids, (3) trainers, and (4) teaching machines. (Author/JY)

ED 035 301 EM 007 671

Niven, Harold

Radio-Television Degree Programs in American Colleges and Universities 1967-1968. Eleventh Report.

National Association of Broadcasters, Washington, D.C.

Pub Date 68

Note—95p.

Available from—National Association of Broadcasters, 1771 N Street, N.W., Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors—Broadcast Industry, \*College Majors, Degrees (Titles), Directories, Graduate Study, Higher Education, Program Descriptions, \*Radio, \*School Surveys, \*Television

In a 1967-68 survey of American colleges and universities that offer course work in radio and television, 147 schools responded reporting that they offered a major in broadcasting leading to one or more degrees. Fifty-seven schools responded reporting that they did not offer a degree in the field but did offer some course work. This report includes information concerning the total number of broadcasting courses offered; number of students studying for the degrees offered; types of departments that offer degrees in broadcasting; undergraduate scholarships, graduate fellowships, and graduate assistantships; the broadcasting facilities used for instructional purposes; and a listing of the radio television faculty. (JY)

ED 035 302 EM 007 672

Lindvall, C. M. Cox, Richard C.

The Role of Evaluation in Programs for Individualized Instruction.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—34p.; Offprint of Sixty-Eighth Yearbook, Part II, p156-188, National Society for the Study of Education, with permission. Entire yearbook available from University of Chicago Press (\$5.50)

Available from—University of Pittsburgh, Learning Research and Development Center, 160 N. Craig St., Pittsburgh, Penna. 15213 (\$5.50)

Document Not Available from EDRS.

Descriptors—\*Computer Assisted Instruction, Evaluation Techniques, Individualized Curriculum, \*Individualized Instruction, \*Models, Programmed Instruction, \*Program Evaluation

The term evaluation is used here to mean either the procedure of gathering pupil data to use in planning and monitoring individual programs or the procedure of gathering and analyzing data in such a way that it leads to improvements in materials and in the instructional system. The author reviews the Winnetka Plan and the Eight-Year-Study. He then proposes a model which makes use of criterion-based measures of pupil achievement and demonstrates how this evaluation program is carried out using the program for Individually Prescribed Instruction as an example. He describes the computer-based instruction program, the Bucknell Continuous Progress plan, and Project PLAN, together with their measures for evaluation. Some future directions are suggested for evaluation procedures in programs for individualized instruction. (JY)

ED 035 303 EM 007 673

Glaser, Robert And Others

Studies of the Use of Programmed Instruction in the Intact Classroom.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 66

Note—16p.

Available from—University of Pittsburgh, Learning Research and Development Center, 160 N. Craig St., Pittsburgh, Penna. 15213 (\$5.50)

Journal Cit—Psychology in the Schools; v3 n4 p318-333 October 1966

Document Not Available from EDRS.

Descriptors—Classroom Research, Educational Research, Field Studies, Individualized Programs, \*Mathematics Instruction, \*Programmed Instruction, \*Program Effectiveness, Program Evaluation, \*Spelling Instruction

A study was conducted in a school system consisting of one high school, two junior high schools and twelve elementary schools (K-6), to investigate the use of programmed instructional materials within the existing classroom structure of an on-going school system. Programmed instruction was given in the fields of mathematics and spelling. Aspects of particular concern were: the quality of the programmed instructional materials, teacher characteristics, student ability, testing procedures and ceiling effects, and the school system. The results of studies on the first, fourth, seventh, and ninth grades are discussed. The broad conclusions gathered from the study are listed; the most notable of which was felt to be the wide variation in the student rate of learning and the wide variation in student achievement prior to instruction. (JY)

ED 035 304 EM 007 674

Holland, James G.

Response Contingencies in Teaching-Machine Programs. Reprint Number 2.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 64

Grant—OEG-7-31-0370-51

Note—9p.

Available from—University of Pittsburgh, Learning Research and Development Center, 160 N. Craig St., Pittsburgh, Penna. 15213 (\$5.50)

Journal Cit—The Journal of Programmed Instruction; v3 1964

Document Not Available from EDRS.

Descriptors—Cues, Educational Research, Experimental Programs, \*Intermode Differences, \*Programmed Instruction, Program Evaluation, Programming, \*Programming Problems, Prompting, Response Mode

While a low error rate is considered desirable in programmed instruction, it does not necessarily indicate an adequate program since the answer may be highly cued in ways unrelated to the major content of the items. A 377-item section of a psychology program was altered by choosing different words or phrases to leave blank for the

subject to supply. One version had highly cued answers which were largely unrelated to the major content of the item. A second version had answers which were highly related to critical content but were undetermined, resulting in a high error rate. These two experimental modifications resulted in poorer posttest performance than the normal program in which the error rate was fairly low but the correct answers could be reached only by mastering the material in the item. Only the normal program was superior to reading completed statements which required no response. A brief list of references is given. (Author/JY)

**ED 035 305** EM 007 679  
Saad, Ismail  
Selected Bibliography of Educational Materials in Pakistan, Volume One, Number Two, January-June 1967.

Spons Agency—National Science Foundation, Washington, D.C.  
Report No—TT-67 59201/2  
Pub Date 67  
Note—58p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (TT-67 59201/2, MF \$ .65, HC \$3.00)

#### Document Not Available from EDRS.

Descriptors—\*Bibliographies, Book Catalogs, Documentation, \*Education, Educational Innovation, Educational Needs, Educational Planning, \*Educational Programs, Educational Resources, Health Education, Libraries, \*Literature Reviews, Research Reviews (Publications), Teacher Education, Womens Education

A selected bibliography of materials dealing with education in Pakistan—books, parts of books, and editorials—is presented with each entry described in several paragraphs of summary. The arrangement is topical, the topics including adult education; agricultural education, childhood education; curriculum, discipline problems, education goals, education reforms and elementary-secondary education; health education, Islamic education; libraries, literature for children, professional education, science education and sociology; teacher education; women's education, and higher education. (BB)

**ED 035 306** EM 007 680

Mirkovic, Irene, Ed.  
Selected Bibliography of Yugoslav Educational Materials. Volume Three, Number 2, 1967.

Spons Agency—National Science Foundation, Washington, D.C.  
Report No—TT-67 58042/2  
Pub Date 68  
Note—59p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (TT-67 58042/2, MF \$ .65, HC \$3.00)

#### Document Not Available from EDRS.

Descriptors—Adult Education, Audiovisual Aids, \*Bibliographies, \*Book Catalogs, Documentation, Education, Educational Needs, Educational Problems, \*Educational Programs, Elementary Education, Higher Education, Literature Reviews, Research Reviews (Publications), Rural Education

A selected bibliography of works dealing with education in Yugoslavia is presented—including monographs, books, and those parts of books relevant to specific education issues in Yugoslavia. The arrangement of the abstracts is topical, topics including the history of education, school reform, teacher training and teaching staff; preschool education, elementary education, secondary education, adult education, education of the handicapped, curricula and syllabi; audiovisual aids, problems in education, management and financing, and legislation. (BB)

**ED 035 307** EM 007 681

Brawer, Chaim I., Ed. And Others  
Selected Bibliography of Israel Education Materials. Volume Two, Number One, January-April 1967.

Israel Program for Scientific Translation, Jerusalem.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—TT-67 51407-1  
Pub Date 67

Note—51p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (TT-67 51407/1, MF \$ .65, HC \$3.00)

#### Document Not Available from EDRS.

Descriptors—Adult Education Programs, \*Bibliographies, Book Catalogs, Cultural Education, Documentation, Education, Educational Disadvantage, \*Educational Facilities, Educational Programs, Jews, \*Literature Reviews, Religious Cultural Groups, Religious Education, Research Reviews (Publications) Identifiers—Bar Ilan University, \*Israel

A selected bibliography of materials dealing with education in Israel—including books, treatises, and those parts of works which treat with specific problems of education—is presented. Each entry is described in a summary of several paragraphs. The arrangement is topical, topics including the philosophy and theory of education, legislation and administrative ruling, educational planning, supervision, school services, teachers' organizations; kindergartens, elementary education, secondary education, higher education, teacher training, adult education, Arab education; special education frameworks, the teaching of various subjects, and teaching aids. (BB)

**ED 035 308** EM 007 682

Brawer, Chaim I., Ed. And Others  
Selected Bibliography of Israel Educational Materials. Volume Two, Number Three, August-November 1967.

Israel Program for Scientific Translation, Jerusalem.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—TT-67 51407-3  
Pub Date Nov 67

Note—73p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (TT-67 51407/3, MF \$ .65, HC \$3.00)

#### Document Not Available from EDRS.

Descriptors—\*Bibliographies, Book Catalogs, Cultural Education, Documentation, Education, Educational Facilities, Educational Planning, \*Educational Programs, Educational Quality, Jews, \*Literature Reviews, Religious Cultural Groups, Religious Education, Research Reviews (Publications)

Identifiers—Bar Ilan University, \*Israel

A selected bibliography of educational materials—books, theses, and those sections of works pertaining to special areas of educational concern in Israel—is presented with each entry described in a summary of several paragraphs. The arrangement is topical, topics including educational foundations, administration of the educational system, structure of educational organization, special education frameworks, teaching of various subjects, special sections, Jewish consciousness, and Israeli education. (BB)

**ED 035 309** EM 007 683

Fiks, Alfred I.  
Development of a Short, Practical, Programmed Vietnamese Course. Professional Paper 41-67.

George Washington Univ., Alexandria, Va. Human Resources Research Office.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No—AD-660 740  
Pub Date Sep 67

Note—12p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-660 740, MF \$ .65, HC \$3.00)

#### Document Not Available from EDRS.

Descriptors—\*Audiolingual Methods, Autoinstructional Aids, Effective Teaching, Language Ability, \*Language Instruction, Language Laboratories, Language Programs, \*Military Training, \*Programmed Instruction, Programmed Materials, Teaching Methods, Teaching Techniques, Vietnamese

This presentation reports the goals, approach and results of developing a Vietnamese language course that could be taught without the presence of an instructor. The fifty-lesson course that was developed was given to 19 Military Assistance Training Advisor students, all officers at the Special Warfare Center. Audiolingual skills were emphasized (that is, understanding and speaking rather than reading and writing) in accordance with surveyed needs for military duty in Vietnam. The technique of programed instruction—by au-

diotapes—included skill-component isolation, in which the practice of the two course components, auditory comprehension and oral production, is required of the student sequentially and alternately, rather than simultaneously. Students so trained did as well or better than a traditionally trained group when both were tested on the Army P Language Proficiency Test. (Author/BB)

**ED 035 310** EM 007 684

Harrison, Annette  
The Problem of Privacy in the Computer Age: An Annotated Bibliography.

Rand Corp., Santa Monica, Calif.

Spons Agency—Air Force Directorate of Operational Requirements and Development Plans.

Report No—AD-663 070  
Pub Date Dec 67

Note—133p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-663 070, MF \$ .65, HC \$3.00)

#### Document Not Available from EDRS.

Descriptors—Abstracts, Automation, Behavior, \*Bibliographies, \*Computers, Data Processing, Electromechanical Technology, Electronic Data Processing, Federal Laws, Information Processing, Laws, Literature Reviews, \*Social Sciences

Identifiers—Bill of Rights

A selected, annotated bibliography of more than 300 publications pertaining to all aspects of the problem of privacy in the computer age is presented. The largest part of the entries are for the years 1965-1967. The report is divided into three parts: an essay overview of the problem of privacy and the computer; the bibliography, in which the annotated entries are listed alphabetically by author or, if anonymous, by title; and an index of all entries alphabetically listed under one or more of fourteen subject categories (for example, Data Banks, Legal and Law Enforcement View of Privacy). Since most discussions pertaining to the right of privacy refer to the Bill of Rights, an appendix provides the full text of Amendments I-X of the Constitution. (Author/BB)

**ED 035 311** EM 007 685

Stolurow, Lawrence M. Peterson, Theodore I.  
Harvard University Computer-Aided Instruction (CAI) Laboratory. Technical Report Number 6.

Harvard Univ., Cambridge, Mass. Computing Center.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No—AD-672 922  
Pub Date Mar 68

Note—112p.

Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-672 922, MF \$ .65, HC \$3.00)

#### Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, \*Computer Assisted Instruction, \*Computer Based Laboratories, Computer Oriented Programs, \*Computers, Input Output, Instruction, Programed Instruction, \*Programming, Program Length, Program Planning, Programs, Psychology, Symbolic Language, Teaching Machines

This report is a detailed description of the Harvard CAI Laboratory, including its history, organization, functions, staffing, programs and support. Discussed are materials relating to CAI in general, such as psychological research, modes of instruction, advantages and implementation of CAI. Reviewed also are specific projects of this facility. A complete annotation is presented of programs developed for the IBM 1400 series and S360 and SDS 940 computer systems. Detailed in these program abstracts is such information as subject matter, target population, length of program, instructional logic, instructional language, computer, input-output devices and auxiliary equipment (Author)

**ED 035 312** EM 007 686

Pask, Gordon  
Comments on the Cybernetics of Ethical, Sociological and Psychological Systems.

Systems Research Ltd., Richmond (England).

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No—AD-662 300  
Pub Date 66

Note—92p.



Available from—Clearinghouse for Federal Scientific and Technical Information, Springfield, Va. 22151 (AD-662 300, MF \$6.35, HC \$3.00) Journal Cit—Progress in Biocybernetics; v3 p158-249 1966

#### Document Not Available from EDRS

Descriptors—Automation, Behavior, Computer Science, Creativity, \*Cybernetics, Electromechanical Technology, \*Human Engineering, Information Theory, Learning, Learning Processes, Man Machine Systems, \*Models, Psychology, \*Social Psychology, Social Sciences

A minimal class of cybernetic models needed in making the transition from a description of control systems to a description of social systems is discussed. Several applications are considered in connection with studies of learning and creativity in individuals and small groups. Possible extrapolations of these to social systems are suggested. Bases for the need of an elaborate structure are given. A class of models is proposed that consists of a pair of logically distinct and differently identified components. One component represents a hierarchically organized set of linguistic constraints on discourse, and the other represents a hierarchic structure of mechanisms. A concept such as homeostasis can be applied to it that enables analogies to be made between elements in one component and subsets of elements in the other component. Thus, discourse can affect the development of a mechanism, and the mechanism can affect discourse. A composite model of this kind appears suited to developmental systems of psychology. (Author)

ED 035 313 08 EM 007 690

#### Principles and Practice of Instructional Technology. Participant's Workbook.

General Programmed Teaching, Palo Alto, Calif. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1071

Pub Date [69]

Contract—OEC-1-7-071071-5064

Note—163p.; Document is one component of a course of instruction that includes prerecorded audio tapes and filmstrips

Available from—Synchronized components; General Programmed Teaching, 424 University Ave., P.O. Box 402, Palo Alto, California 94302

EDRS Price MF-\$0.75 HC-\$8.25

Descriptors—Behavioral Objectives, Content Analysis, Indexing, \*Individualized Instruction, \*Instructional Technology, \*Programed Instruction, Stimulus Behavior, Testing Problems, Validity, \*Workbooks

A course of instruction in instructional technology was designed, consisting of prerecorded audio tapes, filmstrips, and this workbook. The workbook is in looseleaf form with space for notes and is to be retained by the participant on completion of the course. Fifteen units are outlined covering behavioral objectives, tests, stimulus and response, content analysis, and validation. Each unit consists of several stated objects, some background information, a set of questions, and a summary. A glossary is provided. (JY)

ED 035 314 56 EM 007 708

Deihl, Ned C.

#### Development and Evaluation of Computer-Assisted Instruction in Instrumental Music. Final Report.

Pennsylvania State Univ., University Park. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0760

Pub Date Sep 69

Contract—OEC-1-7-0760-5136

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—\*Auditory Discrimination, Auditory Evaluation, Auditory Perception, Auditory Training, Aural Learning, \*Computer Assisted Instruction, \*Computers, \*Developmental Programs, Instructional Programs, Music, \*Music Education

A feasibility (development) course investigating Computer Assisted Instruction in instrumental music was designed and administered over an eight-week trial period to 14 clarinetists of varying ability in grades seven through ten. The course concentrated on articulation, phrasing, and rhythm. Generally, a dual program was developed. 1) an aural program on-line (via CAI)

emphasizing aural-visual discrimination, and 2) a playing-recording program off-line (without computers) using specially modified tape recorders programmed with pre-recorded models. Some on-line recording was also done to coordinate the playing and ear-training programs more closely. After reviewing student records the program was extensively revised and is now functional on the IBM 1500 Instructional System. The present system can: present models for the student to compare with his recorded version, coordinate presentation of aural-visual stimuli, and process student typewriter or pen responses. Tables and figures of a student progress are included, and five appendices illustrate the music dictionary (for the computer), flow charts, extracts from a course listing, the instructional display planning guide, and pictures of the learning/teaching progress. (Author/SH)

ED 035 315 56 EM 007 709

Friedman, Herbert L. Johnson, Raymond L.

#### Time-Compressed Speech as an Educational Medium: Studies of Stimulus Characteristics and Individual Differences. Final Report.

American Institutes for Research (Washington Office), Silver Spring, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0642

Pub Date Sep 69

Grant—OEG-1-7-070642-3764

Note—119p.

EDRS Price MF-\$0.50 HC-\$6.05

Descriptors—Auditory Discrimination, \*Auditory Perception, Aural Stimuli, Communication (Thought Transfer), Connected Discourse, Individual Differences, Information Theory, Language Ability, Language Research, \*Listening Comprehension, Listening Habits, Listening Skills, Media Research, Perception, \*Predictive Ability (Testing), \*Recall (Psychological), \*Speech Compression, Stimulus Generalization, Verbal Ability

Research in training subjects to comprehend compressed speech has led to deeper studies of basic listening skills. The connected discourse is produced by a technique which deletes segments of the speech record and joins the remainder together without pitch distortion. The two problems dealt with were the sources of individual differences in the ability to understand time-compressed speech and the temporal characteristics of language which facilitate or impair listening comprehension. By reducing the amount of time available for the listener to process speech, the nature of listening priorities emerges. The insertion of temporal spacing at linguistically strategic locations have enabled the experimenters to determine whether they are behaviorally strategic. The identification of behaviorally strategic locations has, in turn, enabled them to further understand the nature of those activities which are necessary for processing speech and to what aspect of speech they are directed. The correlates and predictors of success at these tasks further enrich the picture of what underlies successful listening. (MM)

ED 035 316 EM 007 711

Scurzo, Herbert E.

#### The Practical Audio-Visual Handbook for Teachers.

Pub Date Jun 68

Note—211p.

Available from—Parker Publishing Company, Inc., West Nyack, New York 10994 (\$7.95)

Document Not Available from EDRS.

Descriptors—\*Audiovisual Aids, \*Audiovisual Instruction, Audiovisual Programs, Chalkboards, Display Panels, Educational Radio, Films, Filmstrip Projectors, Filmstrips, Graphic Arts, \*Guides, Instructional Films, \*Manuals, Models, Overhead Projectors, Projection Equipment

The use of audio/visual media as an aid to instruction is a common practice in today's classroom. Most teachers, however, have little or no formal training in this field and rarely a knowledgeable coordinator to help them. "The Practical Audio-Visual Handbook for Teachers" discusses the types and mechanics of many of these media forms and proposes ways in which they may be used for greater effectiveness. The suggested projects are designed for all grade levels and most scholastic subjects. The manual covers the uses of slides and filmstrips, motion

pictures, overhead projectors, recorders and records; radio, T.V., and sound systems. Information is also given on chalk and display boards, flat graphics, mounting and lettering and three dimensional models. Photographs, graphs, charts, drawings and diagrams illustrate the handbook. (SH)

ED 035 317

24

EM 007 717

Keenan, W. W.

#### A Study for the Coordination of Education Information and Data Processing from Kindergarten through College. Final Report.

Minnesota National Laboratory, St. Paul. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-F-001

Pub Date Sep 69

Grant—OEG-6-8-008001-0006

Note—165p.

EDRS Price MF-\$0.75 HC-\$8.35

Descriptors—Computer Oriented Programs, \*Educational Coordination, Educational Planning, \*Electronic Data Processing, Feasibility Studies, Indexing, Institutional Research, \*State Programs, \*State Surveys

The purpose of this project was to study the feasibility of coordinating educational information systems and associated data processing efforts. A non-profit organization, representing key educational agencies in the state of Minnesota, was established to advise and guide the project. A statewide conference was held under the auspices of the Governor to mobilize interest, to provide and disseminate information, and to do preliminary planning. A status study was conducted which covered all institutions in the state and included hardware utilized, plans, training of staff and special projects and efforts that might be underway. On the basis of the conference, the status study, and subsequent meetings, a basic overall plan for the coordination and development of information systems in education in the state of Minnesota was completed and disseminated. Appendixes include a report on the conference, the status report, and the resultant state plan. (JY)

ED 035 318

EM 007 732

De Kieffer, Robert E. De Kieffer, Melissa H.

#### Media Milestones in Teacher Training.

Educational Media Council, Inc., Washington, D.C.

Pub Date 70

Note—80p.

Available from—Educational Media Council, Inc., 1346 Connecticut Avenue, N.W., Washington, D.C. 20036 (\$3.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, \*Comparative Statistics, Inservice Teacher Education, \*Instructional Materials, \*National Surveys, \*Teacher Education, Teacher Education Curriculum

Two major problems are the concern of this survey: first, the status of present teacher education practices in educational media conducted by state departments of public instruction, university extension divisions, and four year institutions of higher learning in the United States; and second, a comparison of the practices of these departments, divisions, and institutions during the past 20 years. The methods of two previous studies (1947 and 1957) were followed in obtaining data by questionnaire from the organizations to be studied. A comparative study was thus possible of the organization, staffing patterns, types of educational media services rendered, courses offered, and other educational services open to teachers and teachers in training. The study presents 46 tables of data obtained by the survey, as well as a bibliography. (JY)

ED 035 319

FL 000 152

#### Some Solutions to Problems Related to the Teaching of Foreign Languages in Elementary Schools.

Metropolitan School Study Council, New York, N.Y.

Pub Date 56

Note—35p.; Report of the Committee on Foreign Languages in the Elementary School

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors—\*Administrative Problems, Annotated Bibliographies, Articulation (Program), Committees, Elementary Education, Elementary School Students, \*Fles, Fles Guides, Fles Materials, \*Fles Programs, \*Language Instruc-



tion, Physical Facilities, Program Descriptions, Reports, Scheduling, \*Second Language Learning, Teacher Certification, Teacher Recruitment

This committee report considers premises for foreign language instruction in elementary schools (FLES) and offers ideas culled from analyses of FLES syllabi. Major attention is directed to administrative problems and indicated solutions including student selection and election, teacher recruitment, suggestions for certification, choice of language to be taught, time allotment, facilities and equipment, and articulation with secondary school instruction. The chapter on ideas from program reports is in the form of an annotated bibliography. An appendix contains a statement of committee purpose and organization, figures on diffusion of FLES programs, and selected resources. (AF)

ED 035 320 FL 000 180

Harmon, John Tierney, Hannelore  
Modern Foreign Language Enrollments in Four-Year Colleges and Universities, Fall 1961.  
Modern Language Association of America, New York, N.Y. Foreign Language Program Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 62

Contract—OEC-SAE-9481

Note—50p.

Available from—The Modern Language Association of America, 70 Fifth Ave., New York, N.Y.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Colleges, French, German, Italian, \*Language Enrollment, \*Modern Languages, Russian, School Statistics, Second Languages, Spanish, Statistical Data, \*Tables (Data), Uncommonly Taught Languages, \*Universities

This report offers figures on modern foreign language enrollments in four-year colleges and universities for fall 1961 and compares them with those of fall 1960. Most of this information is presented in tables, the majority of which detail enrollment figures and percent of change by state and institution. Individual institution enrollment for French, German, Italian, Russian, Spanish, and other modern foreign languages is included. Other tables illustrate comparative enrollments in other languages, language enrollments in extension divisions, and total national enrollments in modern languages by states with percent of change. An introductory section discusses the tables and the data. (RL)

ED 035 321 FL 000 378

Johnston, Marjorie C.  
How Can Modern Language Teaching Promote International Understanding?

National Association of Secondary School Principals, Washington, D.C.

Pub Date Dec 56

Note—16p.; Reprinted from The Bulletin of the National Association of Secondary School Principals, v40 n224 p70-85 Dec 1956

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Audiovisual Aids, Cross Cultural Studies, Cultural Education, \*Cultural Interrelationships, Current Events, Curriculum Planning, Educational Improvement, \*Educational Objectives, Environment, Foreign Culture, Integrated Activities, \*Language Instruction, Language Skills, Learning Activities, \*Modern Languages, Reading, Resource Materials, Role Playing, \*Secondary Schools, Teaching Techniques

International understanding, as an objective of the study of modern languages at the secondary school level, is emphasized due to recent advances in linguistic science and the trend toward interdisciplinary approaches to language study. Special attention is directed to the realization that language and culture are inextricably interwoven and to the design of a curriculum which would develop international understanding as well as communication skills. Other related topics discussed are: (1) native speakers, (2) international contracts, (3) audiovisual materials, (4) role playing, (5) foreign atmosphere, (6) current events, (7) reading, and (8) activities in correlation with other subjects. Curriculum planning, resources for teachers, definition of foreign language study objectives, and urgent needs in the area are also examined. (RL)

ED 035 322 FL 000 757

Pimsleur, Paul  
A French Speaking Proficiency Test.

American Association of Teachers of French.

Pub Date Apr 61

Note—10p.; Reprint from The French Review, v34 n5 p470-479 Apr 1961

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—\*Audiolingual Skills, \*French, Language Fluency, \*Language Proficiency, \*Language Tests, Pictorial Stimuli, Pronunciation, Speaking, Syntax, Tape Recordings, \*Test Construction, Test Reliability, Test Validity, Vocabulary

An attempt to test students objectively in a five-part, French, speaking proficiency test is described and discussed. Concrete nouns, abstract words, pronunciation, syntax, and fluency are tested with a combination of tape and picture stimuli. Reliability, validity, and practical questions are raised; and previous aural-oral testing procedures are reviewed. (AF)

ED 035 323 FL 001 072

Bolinger, Dwight L.

Three Analogies.

American Association of Teachers of Spanish and Portuguese.

Pub Date Mar 61

Note—4p.; Reprint from Hispania, v44 n1 p134-137 Mar 1961

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Intonation, \*Language Instruction, Language Usage, Romance Languages, Second Language Learning, \*Spanish, Syntax, \*Teaching Techniques, Transformations (Language), \*Translation, \*Verbs

Three examples are given of cases where differences between Spanish and English syntax and intonation patterns are taught best through direct translation. Grammatical difficulties caused by "gustar" are overcome through the use of translation using "appeal" rather than "please". Similarly, problems for native speakers of English arising with "poder" are resolved. The relation of Spanish statement intonation to English commands is also examined. (RL)

ED 035 324 FL 001 210

Gage, William W.

Contrastive Studies in Linguistics: A Bibliographical Checklist.

Center for Applied Linguistics, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 61

Note—17p.; Expanded version of list compiled for limited distribution in March 1960

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—\*Applied Linguistics, \*Bibliographies, Bilingualism, Comparative Analysis, Componential Analysis, \*Contrastive Linguistics, Cross Cultural Studies, Cyrillic Alphabet, English (Second Language), Language Instruction, \*Language Research, Linguistic Patterns, \*Modern Languages, Resource Materials, Second Language Learning, Second Languages, Structural Linguistics, Synchronic Linguistics

This bibliography, compiled as an aid to linguists working in contrastive structure studies, is an expanded version of one published in March 1960. One hundred and sixty-six studies printed in the roman alphabet are listed, as well as 37 studies printed in the Cyrillic alphabet. The broad scope of subject coverage includes many documents which treat pedagogy, phonology, morphology, stylistics, structural comparisons, and applied linguistics in many languages. (RL)

ED 035 325 FL 001 220

Hall, Edward T., Jr. Trager, George L.  
The Analysis of Culture.

Spons Agency—American Council of Learned Societies, New York, N.Y.

Pub Date May 53

Note—76p.; Prepublication edition

Available from—American Council of Learned Societies, New York, N.Y.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Behavior Theories, \*Cultural Awareness, Cultural Background, Cultural Differences, Cultural Factors, Cultural Images, \*Cultural Interrelationships, \*Cultural Traits, \*Culture, Linguistic Theory, Personality, \*Research Methodology, Social Sciences, Structural Analysis, Tables (Data), Theories, Values

This article sets forth a hypothesis and methodology for the analysis of culture and specific cultural systems. Viewing man as a mammal, a member of society, and a participant in culture, the authors construct a framework of culture analysis which examines the content, structure, integration, and configurations of culture; and syntheses of cultural systems. The establishment of a frame of reference which permits an analysis of any culture is noted to be the principle purpose of this article. A bibliography and schematic tables are included. (RL)

ED 035 326 FL 001 473

Kennedy, Dora F. And Others

French Curriculum Guide-Level III and IV; Grades 10, 11, 12.

Prince George's County Board of Education, Upper Marlboro, Md.

Pub Date [69]

Note—326p.

EDRS Price MF-\$1.25 HC-\$16.40

Descriptors—\*Audiolingual Methods, Bibliographies, Course Objectives, Cultural Education, \*Curriculum Guides, Educational Equipment, \*French, Grammar, \*Instructional Materials, Language Instruction, Language Learning Levels, Reading, Resource Materials, \*Secondary Schools, Tape Recordings, Teaching Guides, Teaching Methods, Teaching Techniques, Textbooks

This is a sequel to the French guide for Levels 1 and 2 (grades 7 and above). Materials for Level 3 center around: (1) the teaching of grammar using two different texts, (2) reading, (3) cultural education, and (4) supplementary lesson plans, quizzes, exercises, and tests. Other chapters discuss coverage of basic materials, differences among the various texts, how to teach a unit, use of narrative tapes, homework suggestions, and educational objectives. Materials for Level 4 center around conversations, reading, grammar, and tapes accompanying the texts. Other chapters deal with course objectives, methodology, materials, optional units, and supplementary materials. An appendix contains materials relevant to both levels on the language laboratory, overhead projector, library purchases, foreign language study techniques, and teacher self-evaluation. Syllabication, diacritical marks, pronunciation, spelling, and phonetic transcription are also discussed. A professional bibliography and a list of outside reading texts are included. (RL)

ED 035 327 FL 001 490

McClafferty, James And Others

Foreign Language Innovative Curricula Studies; End of Grant Period Report. Title III, ESEA, 1968-1969.

Ann Arbor Public Schools, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Grant—OEG-3-7-704431-(056)

Note—263p.

EDRS Price MF-\$1.00 HC-\$13.25

Descriptors—Bilingual Education, \*Cultural Education, Curriculum Research, Dutch, \*Educational Innovation, Educational Objectives, Educational Problems, English (Second Language), French, \*Language Instruction, Language Programs, Language Tests, \*Modern Languages, Polish, Problem Solving, Program Costs, Program Descriptions, Secondary Schools, Spanish, Teacher Education

Identifiers—FLICS, \*Foreign Language Innovative Curricula Studies

This final administrative report describing seven language-related programs in the Foreign Language Innovative Curricula Studies (FLICS) project includes program description and objectives, evaluation reports, testing materials, and program costs. A Bilingual Curriculum Development Program was to develop materials in the teaching of standard English as a second language to language handicapped kindergarten children. The Learning Laboratory Program features automated learning carrels using flexible audio and visual equipment for study of language and other related materials. An Associated Staff Training Program is designed to train school personnel in the discovery and solution of instructional problems. Language programs include Humanities in French, Spanish-American Language and Culture, Polish Language and Heritage, and Dutch Language and Heritage. (RL)

ED 035 328 FL 001 497  
Hahn, Sally G.

Discussion Groups in the Foreign Language Elementary Classroom.

American Association of Teachers of French.

Pub Date Dec 68

Note—4p.; Reprinted from The French Review, v42 n2 p294-297 Dec 1968

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Conversational Language Courses, Discussion (Teaching Technique), \*Discussion Groups, \*Fles, \*French, Grade 6, Group Discussion, Group Dynamics, Instructional Program Divisions, Language Fluency, \*Language Instruction, Second Language Learning, Student Participation, Tape Recordings, \*Teaching Techniques

The establishment and direction of discussion groups, using tapes as a reference and vocabulary guide, in a sixth-grade class having a previous preparation of two years of daily French instruction are described. Grouping by fluency, choice of group leaders, and the discovery of problems and solutions through the eyes of group leaders are also covered. (AF)

ED 035 329 48 FL 001 512  
Jelavich, Charles, Ed.

Language and Area Studies: East Central and Southeastern Europe. A Survey.

American Council of Learned Societies, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2251

Pub Date 69

Note—483p.

Available from—University of Chicago Press, Chicago, Ill.

Document Not Available from EDRS.

Descriptors—Anthropology, \*Area Studies, Economics, European History, Folk Culture, Foreign Relations, \*Graduate Study, Language, Laws, Linguistics, Literature, Non Western Civilization, Philosophy, Political Science, \*Research Needs, Research Projects, Slavic Languages, Sociology, \*Surveys, Tables (Data), \*Undergraduate Study

East Central and Southeastern Europe, considered as "Eastern Europe," are the subject of a three-year survey of language and area studies undertaken by several committees of specialists of the American Council of Learned Societies. Four basic goals of the project include: (1) a survey of graduate training and research needs, (2) an evaluation of the role of East European studies in undergraduate instruction, (3) a survey of the "state of the art" in 15 disciplines, and (4) a two-volume bibliography and reference guide of 6,000 annotated titles. This book comprises the research findings and recommendations of leading scholars under the following chapter headings: (1) graduate training and research needs, (2) undergraduate instruction, (3) history, (4) international relations, (5) political science, (6) economics, (7) demography, (8) geography, (9) sociology, (10) anthropology, (11) law, (12) philosophy, (13) literature, (14) folklore and ethnomusicology, (15) musicology, (16) linguistics, (17) a survey of west and south Slavic languages, and (18) a survey of Albanian, Hungarian, modern Greek, and Romanian languages. Tables are occasionally used and an author index is provided. (RL)

ED 035 330 FL 001 518  
Riddy, D. C. And Others

Languages for Special Purposes: Abridged Proceedings of a Conference Held at State House, London WC1, on 5th and 6th December 1968. Centre for Information on Language Teaching, Reports and Papers 1.

Centre for Information on Language Teaching, London (England).

Pub Date Apr 69

Note—42p.

Available from—Centre for Information on Language Teaching, State House, 63 High Holborn, London, WC1

Document Not Available from EDRS.

Descriptors—Conference Reports, Curriculum Development, Curriculum Planning, Educational Needs, Educational Planning, Educational Policy, \*Educational Problems, Educational Programs, \*Language Instruction, \*Language Planning, Linguistics, Research Problems, Second Language Learning, Social

Education, \*Special Programs, Student Needs, Teaching Guides

Identifiers—England

These abridged proceedings of the conference on "Languages for Special Purposes" define and clarify organizational and linguistic difficulties arising in the provision of "service" courses in England and encourage coordination of existing research and development. Four major areas are presented: (1) D.C. Kiddy and W. Grauberg discuss current problems and practices in foreign language teaching; (2) N. Denison and D. Van Abbe comment on problems of combined degree courses and of intercalated periods of study or training abroad; (3) J.L.M. Trim and R. Hartley examine linguistics and curriculum planning; and (4) M.A.K. Halliday reviews existing research and future work. Material on recent and current research, a selective bibliography, and a listing of members of the conference are found in the appendixes. (RL)

ED 035 331 FL 001 525

Carroll, John B. And Others

The Role of Linguistics and Linguistic Analysis in Programs under Title VI of the National Defense Education Act of 1958: A Statement by the Committee on Language Programs, American Council of Learned Societies.

American Council of Learned Societies, New York, N.Y.

Pub Date Mar 60

Note—3p.

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—\*Applied Linguistics, Educational Research, Financial Support, \*Government Role, \*Language Instruction, Language Research, \*Linguistics, Linguistic Theory, Methodology, \*Methods Research, Modern Languages, Research, Scientific Research, Second Language Learning, Teacher Certification, Teacher Improvement

Concentrating on five ways in which foreign language teaching can be aided by linguistic science, the Committee on Language Programs, established by the American Council of Learned Societies, expresses its support of the National Defense Education Act of 1958, Title VI; and the Language Development Section of the Department of Health, Education, and Welfare. Action taken by the U.S. Office of Education, praised by the committee, deals with linguistics and: (1) language institutes, (2) research in language and area centers, (3) contracts awarded for contrastive linguistic analyses, and (4) government support of the Modern Language Association for its contribution in this area. (RL)

ED 035 332 48 FL 001 536  
Keitel, Helmut

Development and Dissemination of Materials for the Teaching of World History in a Foreign Language (German). Final Report.

Common School District Joint Number 16, Sussex, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0210

Pub Date 1 Aug 69

Contract—OEC-3-7-070210-2703

Note—281p.

EDRS Price MF-\$1.25 HC-\$14.15

Descriptors—Audiolingual Methods, \*Course Content, European History, Filmstrips, \*German, Instructional Materials, \*Interdisciplinary Approach, Language Skills, Manuals, \*Pilot Projects, Secondary Schools, Second Language Learning, Tape Recordings, Teaching Guides, Teaching Methods, Textbook Preparation, Western Civilization, World Affairs, \*World History, World Problems

A complete World Cultures course, taught in German at the secondary level is accompanied by a teacher's guide and the final report of the project. Emphasizing the utilization of language skills previously acquired in German I and 2, the teacher's guide discusses a multiple approach to the subject matter including: (1) role playing, (2) study guide development, (3) introduction of vocabulary, (4) question-answer techniques, (5) lecture-question methods, and (6) groupwork related to area study. Sample study guides and tests are included. An extensive bibliography of articles in English concludes this segment. The final report discusses project design and results and findings with some statistical analysis. Tapes and filmstrips to accompany the course are available

for duplication from the principal investigator. (RL)

ED 035 333 FL 001 552  
Macias, Cenobio C.

Programmed Learning as Used in the Tacoma Public Schools.

Wilson High School, Tacoma, Wash.

Pub Date 69

Note—3p.; Included in the Proceedings of the 20th Annual Pacific Northwest Conference on Foreign Languages, April 11-12, 1969, Lewis and Clark College, Portland, Oregon

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—Academic Achievement, Communication Skills, Course Content, Course Descriptions, \*Course Objectives, Educational Objectives, Educational Principles, Educational Research, Home Study, Language Instruction, Lesson Plans, Programmed Instruction, \*Programmed Materials, Programmed Texts, \*Secondary Schools, \*Second Language Learning, \*Spanish, Teacher Attitudes, Teaching Methods

Identifiers—Bull (William)

The "Spanish for Communication" (SFC) materials for foreign language instruction developed by Dr. William Bull are described in this article. Two major components are at the heart of SFC: a teacher's Daily Lesson Plan (DLP) and student programmed homework. Now in the fourth year of field testing in the Tacoma (Washington) Public Schools, the materials programmed for mastery of instructional objectives are seen as being instrumental in effecting changes in teacher attitude, methodology, and student performance. (RL)

ED 035 334 FL 001 567

Glenn, Leona And Others

Modern Foreign Language in Ohio Elementary Schools. Revised Edition.

Ohio State Dept. of Education, Columbus.

Pub Date Sep 69

Note—62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors—Annotated Bibliographies, Articulation (Program), Curriculum Development, \*Curriculum Planning, Educational Objectives, \*Elementary Schools, \*Fles, Fles Guides, \*Fles Materials, Fles Programs, Fles Teachers, Instructional Materials, \*Language Instruction, Language Programs, Program Planning, Resource Materials, Teaching Methods

This bulletin on the teaching of foreign languages in the elementary school (FLES) is a comprehensive guide to curriculum planning. Major chapters include a discussion of FLES program initiation, teaching techniques and related materials, reading in FLES, correlation of FLES with other areas of the elementary curriculum, teacher preparation, teacher recruitment, and basic instructional programs. Other topics are: (1) FLES objectives, (2) use of English, (3) games, (4) songs, (5) hints to teachers, (6) teacher certification, and (7) public relations. An annotated bibliography is provided. (RL)

ED 035 335 FL 001 568

Ladu, Tora Tave And Others

Teaching for Cross-Cultural Understanding. Foreign Language Curriculum Series, Publication No. 414.

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date 68

Note—152p.

EDRS Price MF-\$0.75 HC-\$7.70

Descriptors—Annotated Bibliographies, Art Expression, \*Cross Cultural Studies, Culture, Curriculum Development, Ecology, Educational Objectives, Environment, Family (Sociological Unit), \*French, \*Language Instruction, Latin American Culture, Resource Materials, \*Secondary Schools, Second Language Learning, Social Systems, Sociocultural Patterns, \*Spanish Culture, Student Motivation

A systematic cross-cultural study of French and Hispanic cultures is made in three major areas in this guide designed to help integrate sociocultural subject matter into the foreign language instructional program. Human nature, social relations, man and nature, time, and space—as universal problems of cultural orientation—serve as the foundation for the author's structuring of the inventory of the sociocultural systems. First, "historical" culture is presented including value



systems, underlying assumptions of fact, art forms, language, and paralinguistic and kinesics. The unit on social structure involves the family, leisure-time activities, and a wide variety of material relating to everyday living. Finally, the section on ecology ranges from the physical and social environments to technology. An annotated bibliography of books, periodicals, pamphlets, and reports is provided. (RL)

ED 035 336 FL 001 569

Warner, Helen P.  
The Status of Research in Foreign Languages.  
Virginia State Dept. of Education, Richmond.  
Pub Date Oct 69  
Note—13p.; Article appeared without Bibliography in Bulletin of the Modern Foreign Language Association of Virginia, v26 n1 p24-34 Oct 1969

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—Bibliographies, Educational Needs, Educational Research, Experimental Programs, \*Language Instruction, \*Language Research, \*Research, Research and Development Centers, Research Design, \*Researchers, Research Needs, Research Problems, Research Reviews (Publications), School Systems, Scientific Research, \*Second Language Learning, Teacher Attitudes, Teacher Behavior, \*Teacher Education

The problematic nature of research in the teaching of foreign languages discloses fundamental areas of concern, particularly related to secondary school teacher attitudes. Comments of leading researchers concerning the nature of research, purpose and design, responsibility for generation of research, and the use of research are cited extensively. Recent developments focus upon the need for teacher-training programs to shape "developers" of the art of teaching rather than "practitioners" of skills. A selected bibliography is included. (RL)

ED 035 337 72 FL 001 572

Saad, Ismail, Comp.  
Selected Bibliography of Educational Materials in Pakistan; July-September 1969, Volume 3, Number 3, 1969.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Report No.—TT-69-51053-3  
Bureau No.—BR-7-1275  
Pub Date 69  
Note—67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—\*Annotated Bibliographies, Curriculum Development, \*Educational Improvement, Educational Methods, Educational Needs, Educational Objectives, Educational Planning, Educational Practice, \*Educational Problems, \*Educational Programs, Educational Psychology, \*Foreign Countries, Instructional Materials, Science Education, Sociology, Teacher Education, Teaching Methods, Womens Education

Identifiers—Pakistan

This 123-item bibliography with English abstracts of recent books and articles on various aspects of Pakistan education includes a special section on new education policy. Emphasis is placed on elementary, secondary, and higher education, history of education, literature for children, science education, sociology, teacher training, and women's education. Less extensive sections deal with: (1) educational administration, organization, finance, curriculum, goals, planning, reforms, examinations, philosophy, psychology, and textbooks; (2) adult, childhood, comparative, Islamic, physical, professional, religious, and technical education; and (3) extra-curricular activities, libraries, social psychology, students' problems, teaching methods, and media. An author index is included. For related documents see ED 027 813, ED 031 115, and ED 032 820. (RL)

ED 035 338 72 FL 001 573

Jayawuriya, J. E., Comp.

Ceylon Education Abstracts; January 1, 1963–December 31, 1965. Volume 1, Number 3, 1969.

Ceylon Univ., Peradeniya.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TT-67-59101-3

Bureau No.—BR-7-1275

Pub Date 69

Note—84p.

EDRS Price MF-\$0.50 HC-\$4.30

Descriptors—\*Abstracts, \*Annotated Bibliographies, Course Content, Cultural Differences, \*Education, Educational Guidance, Educational History, Educational Planning, Educational Policy, \*Educational Practice, Educational Problems, English, \*Foreign Countries, International Education, Sinhalese, Tamil, Teacher Education, Teaching Methods

Identifiers—Ceylon

Included in this third issue of a series of bibliographies with abstracts are 115 items dealing with significant materials published in Ceylon on various aspects of education between January 1, 1963 and December 31, 1965. Titles in Tamil and Sinhalese are translated into English. Special attention is given to the subject of educational problems, planning, and policy, with listings covering: (1) education and the state, (2) equalization of educational opportunity, (3) language issues in education, and (4) university education. Along with entries pertaining to teacher education, the bibliography places considerable emphasis on items concerning the content of education and methods of teaching. Other subjects treated are: (1) educational commissions, committees, and theory; (2) child and youth psychology (guidance and counseling); (3) special, vocational, technical, and adult education; and (4) examinations and history of education. Also provided are a list of the periodicals and newspapers abstracted and an author index. For a companion document see ED 029 534. (AF)

ED 035 339 FL 001 581

Spanish Books for Elementary, Intermediate and Advanced Studies: Elementary Schools, High Schools, Colleges, Libraries.

Pub Date 67

Note—118p.

Available from—Spanish Book Corporation of America, Rockefeller Center-French Building, 610 Fifth Avenue, New York, N.Y. 10020 (\$1.00)

Document Not Available from EDRS.

Descriptors—\*Bibliographies, \*Book Catalogs, Catalogs, Childrens Books, Dictionaries, Encyclopedias, Essays, Fiction, Historical Criticism, Instructional Materials, Literary Criticism, Philosophy, Phonograph Records, Poetry, Religion, \*Resource Materials, \*Spanish, \*Spanish Literature, Theater Arts

An enumerated, selected, 2,480-item bibliography of publications and records on Spanish culture and literature with prices is offered primarily for school and library use. Subject entry in this work is alphabetical in each of the major divisions. Broadly grouped classifications include: (1) fiction, (2) essays, (3) individual author collections, (4) theater, (5) poetry, (6) history and criticism, (7) dictionaries and encyclopedias, (8) pedagogy, (9) philosophy, (10) philology, (11) history, (12) records, (13) children's books, and (14) religion. An author and anonymous work index is followed by two lists of recordings indexed by author and subject. For the supplement to this work see FL 001 600. (RL)

ED 035 340 FL 001 583

Valdman, Albert, Ed.

Trends in Language Teaching.

Pub Date 66

Note—298p.

Available from—McGraw-Hill Book Co., 330 West 42nd St., New York, N.Y.

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Bilingualism, Contrastive Linguistics, \*Educational Research, \*Educational Trends, Fles, Generative Grammar, \*Language, \*Language Instruction, Language Laboratory Equipment, \*Literature, Programed Instruction, Pronunciation Instruction, Psycholinguistics, Psychology, Sociocultural Patterns, Spanish Literature, Teaching Methods, Televised Instruction, Testing

Fourteen articles by anthropologists, psychologists, sociologists, and linguists, bearing on the way foreign languages will be taught in the immediate future, constitute the major portion of this book. The contents include chapters on: (1) sociocultural context of language and literature, (2) Hispanic literature, (3) the use of contrastive linguistics in course development, (4) teaching pronunciation, (5) applied linguistics and generative grammar, (6) psychological theory and educational research, (7) psycholinguistics, (8) bilingualism, (9) programed instruction, (10) a self-

instructional prosody development device, (11) testing, (12) language laboratory equipment and use, (13) television teaching, and (14) foreign language in the elementary school (FLES). A historical overview of the past two decades of foreign language teaching touches on the basic tenets of the "Linguistic Method" and current trends. Technical terms and symbols, articulatory diagrams, and an author-title index are included. (RL)

ED 035 341 48 FL 001 595

Pfeffer, J. Alan

Grunddeutsch, Basic (Spoken) German Word List, Mittelstufe, Institute for Basic German [Series], Number Five.

Pittsburgh Univ., Pa. Inst. for Basic German.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1381

Pub Date 70

Contract—OEC-6-14-010

Note—113p.; Preliminary edition

Available from—Institute for Basic German, University of Pittsburgh, 301 Flannery Bldg.,

Fourth Avenue, Pittsburgh, Pa. 15213 (\$1.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, \*German, German Literature, Language Research, Secondary Schools, \*Second Language Learning, Speech, Statistical Analysis, \*Textbook Preparation, Textbook Research, Vocabulary, \*Word Frequency, \*Word Lists, Written Language

As a link between the words in everyday use and the sophisticated language of the arts and sciences, the 1,536 words of the "Mittelstufe" or Level 2 derive in nearly equal proportion from three sources: (1) the spoken or topical language, (2) a collation of all significant word lists compiled prior to February 1965, and (3) a statistical analysis of some 500,000 words in context published or reprinted during the years immediately preceding. The purpose of the list is to provide the lexical basis for teaching German in the third and fourth year in high school or the second year in college. Alphabetized word lists and appendixes indicating frequency of usage are included. Extensive reference to source materials is made according to topical listing. (Author/RL)

ED 035 342 FL 001 600

Spanish Books for Elementary, Intermediate and

Advanced Studies: Elementary Schools, High

Schools, Colleges, Libraries. Supplement.

Pub Date 68

Note—202p.

Available from—Spanish Book Corporation of America, Rockefeller Center-French Building, 610 Fifth Avenue, New York, N.Y. 10020 (\$1.00)

Document Not Available from EDRS.

Descriptors—Authors, Bibliographies, \*Book Catalogs, Catalogs, Childrens Books, Dictionaries, Encyclopedias, Essays, Fiction, \*Latin American Culture, Literary Criticism, Philology, Phonograph Records, Poetry, Religion, \*Resource Materials, \*Spanish, \*Spanish Literature, Theater Arts

This bibliography, a supplement to the 1967 catalog of 2,400 items of Spanish culture and language, includes 4,165 listings and additional categories in: (1) Spanish and Latin American authors, (2) Spanish translations of international authors, (3) fiction-library selections, (4) anthologies-complete works, (5) individual author collections, (6) Spanish language, (7) Spanish history, (8) politics, (9) economics, (10) biographies, (11) fine arts, (12) photography-cinematography, (13) music and dance, and (14) miscellaneous children's books. For the 1967 basic catalog see FL 001 581. (RL)

ED 035 343 48 FL 001 615

Kant, Julia Gibson And Others

Foreign Language Registrations and Student Contact Hours in Institutions of Higher Education,

Fall 1968 and Summer 1969.

Modern Language Association of America, New

York, N.Y.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-7-1155

Pub Date Nov 69

Contract—OEC-08-071155-3708

Note—126p.

EDRS Price MF-\$0.50 HC-\$6.40



Descriptors—\*Colleges, French, German, Italian, \*Language Enrollment, Modern Languages, \*National Surveys, Russian, School Statistics, School Surveys, Second Languages, Spanish, State Surveys, Statistical Data, \*Statistical Surveys, Tables (Data), Uncommonly Taught Languages, \*Universities

This study of college language registration and student contact hours presents data for all foreign languages taught in colleges and universities. The body of the report consists of 24 tables, in which the data are summarized, and a directory of the 2,149 institutions that reported registrations in one or more foreign languages. It is the first in the Modern Language Association of America series to include summer school data. A feature new to these surveys is the listing of student contact hours alongside the registration figures. Registration data from 1960, 1963, and 1965 have been incorporated in this report to provide background for the 1968 registration and to chart trends over the nine-year period. A section on foreign language registrations in institutions of higher education by state and institution for fall 1968 is included in an appendix with a sample report form used in the survey. An introductory section discusses the tables and data. (Author/RL)

ED 035 344 FL 001 631  
Why Study Russian? The AATSEEL Answers the Question.

American Association of Teachers of Slavic and East European Languages.  
Note—15p.

Available from—AATSEEL, Modern Languages Bldg., Rm. 342, Univ. of Arizona, Tucson, Arizona 85721 (\$1.5)

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—\*Career Opportunities, Colleges, \*Educational History, Language, Language Instruction, Liberal Arts, \*Motivation, Positive Reinforcement, \*Russian, Secondary Schools, \*Second Language Learning, Slavic Languages, Surveys

Seeking to provide information for students and teachers on reasons for studying Russian, this pamphlet discusses five major areas: (1) nature of the subject itself, (2) place of Russian in a liberal arts curriculum, (3) a history of Russian studies in the United States, (4) career opportunities, and (5) a brief survey of the teaching of Russian at both the college and secondary school levels. Names and addresses of professional organizations and periodical publications are furnished in the appendix. (RL)

ED 035 345 HE 001 172

Internationalizing the U.S. Professional School.

Education and World Affairs, New York, N.Y.

Report No—Occas-rep-9

Pub Date Sep 69

Note—141p.

Available from—Education and World Affairs, 522 5th Avenue, New York, N.Y. 10036

Document Not Available from EDRS.

Descriptors—Business Education, Curriculum, Health Education, \*Higher Education, \*International Education, \*International Programs, \*Professional Education, Social Problems, \*World Affairs, World Problems

This report was issued by Education and World Affairs (EWA), an organization created to study and assist in strengthening the international teaching, research and service dimensions of US colleges and universities. The report consists mainly of papers presented at conferences that EWA co-sponsored with universities in 1967-68. They are: 1) "General Education as a Basis for Citizenship and World Understanding" by John A. D. Cooper; 2) "The Challenge of World Affairs to American Higher Education" by John Caldwell; 3) "The University and World Affairs" by William Marvel; 4) "The Professional School and World Affairs" by John Timmons; 5) Adapting the Curriculum of the Professional School to Meet the Needs of Students for International Service" by Kathleen Rhodes; 6) "The Preparation of the Student" by E. Croft Long; 7) "Preparation of the Faculty for Training Programs in International Health" by John Cassel; 8) "The Professional School and World Affairs: Northwest Regional Conference" (report); "Education and World Affairs: Middle Atlantic Conference" (report); "The International Dimension of New England Professional Schools;" and "The Next Ten Years in Education for International Business" by

Courtney C. Brown; and 9) "The Professional's Approach to Social Concerns at Home and Abroad" by Irwin Sanders. (DS)

ED 035 346 HE 001 203

Elliott, Lloyd H.

Limits of Relevance and Choice.

Pub Date 16 Oct 69

Note—6p.; Address presented to Annual Meeting of the Middle Atlantic Association of Colleges of Business Administration, Washington, D.C., October 16, 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Career Choice, \*Decision Making, \*Higher Education, \*Institutional Role, \*Liberal Arts, Programs, Responsibility, Social Responsibility, \*Students

The liberal arts are perhaps the most misunderstood and oversold realm of study in higher education. Although prescribed for many ills of the young—vocational uncertainty, lack of motivation, immaturity—they were never meant to solve such problems. Students become frustrated, angry and rebellious when the liberal arts do not live up to the expectations upheld in the rhetoric. If universities clarified what a liberal arts education is, and especially what it is not, both students and universities might be spared considerable grief. In addition to silencing exaggerated claims for the liberal arts, a set of genuine alternatives is needed. This would mean more and different kinds of institutions, especially community colleges, rather than more attempts by existing institutions to absorb every field of knowledge and service in sight. Changes are needed in the framework of society so as to permit more flexibility in both when and how young men and women follow their interests and assume their responsibilities to society. Four proposals are: 1) a domestic service corps; 2) more variety in higher education; 3) lowered financial barriers to advanced education; and 4) provision of more education at an earlier level. Such programs would be expensive, but they are preferable to living in a society increasingly characterized by cynicism, frustration, hate and despair. (DS)

ED 035 347 HE 001 227

Finch, Robert H.

Education for Tomorrow.

National Industrial Conference Board, Inc., New York, N.Y.

Pub Date 20 Nov 69

Note—12p.; Address delivered to Annual Conference of National Industrial Conference Board, New York, N.Y., Nov. 20, 1969

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—\*Continuous Learning, \*Educational Responsibility, \*Higher Education, \*Institutional Role, \*Social Responsibility

No other social institution has been so consistently on the frontiers of innovation and change as American business and industry. The ramifications of the resulting technological developments for the educational system need to be examined. Knowledge is a "two-edged sword"—equally powerful for good or bad. Rapid technological development and the need to preserve humane values constitute a dual challenge for the educational system. To meet them, the system must provide more "continuing education." The myths that education is only for the young and that it happens only in school must be discarded. Continuing education should be able to integrate education into experience throughout a lifetime. We need to permit easier transition into and out of the academic community at many points in a person's life. The college students' cries for "relevance" often stem from the absence of a clearly defined life-mission. Experimental schools, community colleges, work-study programs, armed services training, and apprenticeship programs are only a few of the models into which continuing education could be cast. Educational systems must produce people who are skilled in techniques, yet sensitive to lasting human values. (DS)

ED 035 348 HE 001 245

Bowen, Howard R.

Business Schools and the University. Opportunities for Reform.

Pub Date May 69

Note—6p.; Address delivered at Annual Meeting of American Association of Collegiate Schools of Business, Detroit, Michigan, May 1969; Article in conference proceedings

Available from—American Association of Collegiate Schools of Business, 101 N. Skinner Blvd., Prince Hall, St. Louis, Mo. 63130 (\$2.00 - complete proceedings)

Document Not Available from EDRS.

Descriptors—\*Business Education, Curriculum, Environment, \*Higher Education, \*Innovation, Instructional Innovation, Management, Professional Education, \*Responsibility, \*Social Responsibility

One of the tasks of the university is to prepare people for the "learned" professions—vocations that involve the application of a liberal education to practical affairs. People who engage in the learned professions must have versatility, broad knowledge, and depth of knowledge in whatever basic arts and sciences underlie their individual profession. Businessmen of the future must fulfill these qualifications. There are several ways a business school can improve the quality of university life. First, on increasingly impersonalized campuses, business schools can strive to achieve genuine collegiality. Their faculty can take an interest in the personal development of their students. Secondly, business schools can make studies of the management of universities. Thirdly, they can seek new means of educational innovation. Universities have traditionally been conservative in academic policy and instructional methodology and business schools can take the lead in initiating reforms in these areas. Business schools have often been guilty of producing "cogs" for the industrial "machine." They should encourage and even insist upon the critique of business in their curricula and research and should be concerned with the social implications of what they teach. In the future, the business school should not attempt to become a professional school, but rather a center of liberal education with emphasis upon the study of administration. (DS)

ED 035 349 HE 001 246

Gross, Edward

Business Schools and the University. Organizational Considerations.

Pub Date May 69

Note—6p.; Address delivered at Annual Meeting of American Association of Collegiate Schools of Business, Detroit, Michigan, May 1969; Article in conference proceedings

Available from—American Association of Collegiate Schools of Business, 101 N. Skinner Blvd., Prince Hall, St. Louis, Mo. 63130 (\$2.00 - complete proceedings)

Document Not Available from EDRS.

Descriptors—Activism, \*Business Education, \*Faculty, Governance, \*Higher Education, Innovation, Organization, \*Organizational Change, Planning, Time Blocks, Universities, \*Working Hours

From a sociological standpoint, universities may be viewed as organizations. In seeking to understand organizations, it is necessary to have both "knowledge of structure"—how the organization is put together and how it works—and "knowledge of intervention"—how to intervene in it to achieve some desired change. Within organizations of any type, these 2 kinds of knowledge are usually held by certain "units." In the university, both are concentrated in the business school. As all faculty members represent a valuable resource for "intervention," they must be urged to take a more active role in the governance of the university. Studies have indicated that the most prestigious universities devote the least amount of time to students and suffer most from serious student rebellions. The "university concerns" of faculty-teaching, student advising, committee memberships—are often subordinated to their "scholarly concerns"—research, writing, etc. It is not necessary to alter the overall amount of time spent in either, but the "work flow" can be changed to achieve results more efficiently. The university should allow the professor to devote full time to "scholarly concerns" for 1 quarter of each year, and to "university concerns" for the remaining 2. This "scholar-university alternation" plan should be an optional, but standard practice. Because of their positions, business school deans should take the lead in "interventions." (DS)

ED 035 350 HE 001 247

Miller, Arjay

What the Marketplace Wants from Business Schools.

Pub Date May 69

Note—4p; Address delivered at Annual Meeting of American Association of Collegiate Schools of Business, Detroit, Michigan, May 1969; Article in conference proceedings

Available from—American Association of Collegiate Schools of Business, 101 N. Skinner Blvd., Prince Hall, St. Louis, Mo. 63130 (\$2.00 - complete proceedings)

#### Document Not Available from EDRS.

Descriptors—Business, Business Administration, \*Business Education, \*Educational Demand, \*Higher Education, Human Relations, Management, \*Management Education, \*Managerial Occupations, Problem Solving, Research, Supervisory Training

There has been a continuous improvement in the capabilities of business school graduates over the past 20 years. However, more "feedback" is needed to let business schools know how their graduates are doing in the marketplace. The demand for management talent will become increasingly greater for 4 main reasons: 1) corporations have doubled in size during the past decade and will continue to grow; 2) many firms are now global in their operations; 3) technological change is occurring at an increasing rate; and 4) the total environment is making new social demands upon business. Individuals are needed who can deal with the "technological" and "people" aspects of the job. Business students should be taught all aspects of the problem-solving process before beginning their management career. Although it is difficult to teach the "people" aspect, the effective manager in the future will have to be more sensitive and innovative in interpersonal relationships. In addition to asking for more and better-trained graduates, the marketplace will make two more demands upon the business schools: 1) provide continuing education opportunities; and 2) formulate new and more efficient management techniques. In the future, business education will become broader and inter-disciplinary, and this will assist in attracting more financial support and highly-qualified faculty and students. (DS)

ED 035 351

HE 001 264

Holm, Donald S.

#### Management Ideas and Techniques for Higher Education.

National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date 11 Nov 69

Note—11p; Speech presented to meeting of the National Association of State Universities and Land-Grant Colleges, Chicago, Illinois, November 9-12, 1969

#### EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—\*Administration, Changing Attitudes, \*Cost Effectiveness, Financial Policy, \*Financial Problems, Fiscal Capacity, \*Higher Education, \*Money Management, Resource Allocations

When a college or university is faced with financial problems, it can either seek more revenue or reduce costs. With the constantly growing costs of education and research and the increasing resistance of legislators and other financial contributors, cost reduction is becoming the necessary alternative. In taking this route, 11 problem areas need to be considered: 1) the "have to spend it" notion on the part of departments and offices; 2) the "game" of unrealistic budget request to assure that real needs are met; 3) adjustment from traditional prosperity to an "economy diet;" 4) retention of effective programs and faculty and staff momentum; 5) attraction of outstanding staff in areas of need; 6) the administrative attitude that "success" is measured in terms of quantity of new faculty added each year; 7) the expensive research and grantsmanship syndrome and its often undesirable side and after effects; 8) the costly acquisition and utilization of computer hardware; 9) excesses and wastes created through personnel surpluses and course proliferation; 10) substitution of an innovative role for the traditional "caretaker" role of the administrator; and 11) acceptance and support for economy programs that many will perceive as threatening. (DS)

ED 035 352

HE 001 266

Jenks, R. Stephen And Others

#### The Student Role in Faculty Selection, Evaluation And Retention.

New Hampshire Univ., Durham.

Pub Date 10 Nov 69

Note—7p.

#### EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—\*Faculty Evaluation, \*Governance, \*Governmental Structure, \*Higher Education, \*Student Participation

Identifiers—\*New Hampshire University

Arguing that it is difficult to discuss the student's role in faculty selection, evaluation and retention outside the broader context of the student's role in decision making (see Jenks, HE 001 251), the author describes the new unicameral system at the University of New Hampshire and some of the processes the institution went through in achieving the reorganization. The Committee on Government Organization found that most institutions that had recently included students in the governance process had done so by adding students to existing decision-making bodies. They decided that merely adding students to the Old University Senate "would leave an already inefficient and unwieldy body even more so" and thus a complete restructuring was necessary. Two convocations and many open meetings were held to explain the details and purposes of the proposed changes before they were approved by a referendum, the president, and the board of trustees. The new Senate held its first meeting in June 1969. (JS)

ED 035 353

HE 001 267

#### Constitution of the Yeshiva College Senate.

Yeshiva Univ., New York, N.Y.

Pub Date 69

Note—7p.

#### EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—\*Administration, \*Governance, \*Governmental Structure, \*Higher Education, Policy Formation, \*Student Participation

Identifiers—\*Yeshiva College

According to the preamble to its new constitution, the Yeshiva College Senate will "share responsibility for the operations and improvement of the College among the groups that constitute the College." The Senate is to be composed of 5 administrators, 8 faculty members, 6 students and 1 nonvoting alumnus. Article I details their selection, terms of office, and procedural matters. Article II delineates the Senate's scope. It is to have jurisdiction over: academic standards; admissions policy; curriculum; degree requirements; the establishment of new majors and courses; policy determination in the areas of standards of scholastic performance, student attendance, the grading system and academic honors; and disposition of all matters submitted to it by the administration, faculty and student council. In addition, the Senate will make policy recommendations on matters affecting faculty welfare including appointments, promotions, leaves of absence, honors and remuneration. Article III outlines the appointment of 2 student members each to a number of committees. Article IV refers to constitutional amendments. An appendix lists the functions of the Senate committees. (JS)

ED 035 354

HE 001 268

Babbidge, Homer D., Jr.

#### Eighth Annual Faculty Convocation.

Connecticut Univ., Storrs.

Pub Date 6 Nov 69

Note—12p.

#### EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—\*Administration, \*Governance, \*Governmental Structure, \*Higher Education, \*Institutional Role, Policy Formation, \*Student Participation

Identifiers—\*Connecticut University

In this address, President Homer D. Babbidge of the University of Connecticut reviews a number of important issues on his campus. One of his urgent concerns is the issue of race relations in the community. He suggests devoting 1 full day each month to a community-wide consideration of whatever problem most concerns the community at that time. He discusses parietal rules and a recent "separatist movement" of the Student Senate to assume control of the dormitories. "The alternative to student separation is, of course, more effective and powerful student participation in some form of community government, based on a recognition of common interests and the legitimacy of each one's interest in the affairs of all." Rejecting the notion of a separate student government, he urges adoption of a unicameral governing body and a major overhaul of the existing governmental structure to make it more responsible to members of the academic community. Following consideration of two widely accepted assumptions about university

governance, he argues that the people of Connecticut (because they "have paid for and own all of our academic facilities") deserve to participate in designing a charter or constitution of the University. He suggests that a constitutional convention be convened and that later the Board of Trustees assume the role of supreme court charged with ensuring that the actions of everyone involved in institutional legislative or executive policy have been in accordance with the constitution. (JS)

ED 035 355

HE 001 269

#### Proposed Alterations In The Governance Of The University.

American Association of University Professors, Washington, D.C.

Pub Date 3 Oct 68

Note—27p.

#### EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—\*Administration, \*Faculty Organizations, \*Governance, \*Higher Education, \*Student Participation

Identifiers—\*Stanford University

The introduction reads: "We are dissatisfied with the style or manner of administration at Stanford. Hitherto the faculty and students have had insufficient information to discuss University policies effectively. Information that has been provided has come too little and too late. Our goal is for greater participation in setting University policy and not just ratifying it. Hence numerous recommendations ask for a greater quantity of timely information relevant to major decisions and urge increased faculty and student participation in the decision-making process." The resolutions, which are accompanied by discussion and which were accepted by the Stanford chapter of the A.A.U.P., deal with: the Board of Trustees, appointment of administrative officers, discussion of University issues, faculty and student participation in decision making, the student role in governance, crisis handling, financial matters, protection of personal privacy, and the implications for the university of external social pressures. (JS)

ED 035 356

HE 001 270

#### Recommendations for the Governance of Wesleyan University.

Wesleyan Univ., Middletown, Conn.

Pub Date 6 Sep 69

Note—21p.

#### EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Administrative Policy, \*Governance, \*Governing Boards, Governmental Structure, \*Higher Education, \*Student Participation, \*Trustees

Identifiers—\*Wesleyan University

This report follows a reappraisal of the size, functions and purposes of Wesleyan's Board of Trustees. The Committee recommended that Wesleyan maintain: (1) a "working Board" organized so as to foster direct engagement of trustees with students and faculty members; (2) a relatively small and stable Board consisting of recent graduate, older and non-alumni; (3) a Board that was open in its deliberations and responsive to the community; (4) a Board that placed a high priority on supporting a flexible, innovative administrative structure; and (5) a Board with a committee system that permitted careful discharge of fiduciary responsibilities so that the Board as a whole could debate policy questions and help define educational objectives. (JS)

ED 035 357

HE 001 271

#### Who's in Charge? A Special Report.

Editorial Projects for Education, Inc., Baltimore, Md.

Pub Date 69

Note—14p.

#### EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—\*Administration, \*Governance, \*Higher Education, \*Student Organizations

This short report outlines the roles and problems of college trustees, presidents, faculty, and students in governing their institutions. The main topic discussed is the burgeoning power of students and the differing aims of some of the major student organizations. The article emphasizes that factions must find ways to work together as a community to preserve academic freedom and avoid the total destruction of the university. The influences of the public, the alumni and the federal government are considered. The report notes that increasing numbers of in-



stitutions have devised or are seeking ways to make students an integral part of the campus decision-making process. It includes some suggestions of President Kingman Brewster (Yale University) for peaceful student involvement. (JS)

**ED 035 358** HE 001 272  
**Governance Report; Queens College of the City University of New York.**

City Univ. of New York, N.Y. Queens Coll.  
Pub Date Nov 69  
Note—9p.

**EDRS Price MF-\$0.25 HC-\$0.55**

Descriptors—\*Administration, \*Governance, \*Governmental Structure, \*Higher Education, \*Policy Formation, \*Student Participation  
Identifiers—\*Queens College

This "Governance Report," attacking "fundamental and important campus issues," grew out of the work of a committee of students, faculty and administration. It recommends creation of an Academic Senate to replace the Faculty Senate as the supreme legislative body of Queens College. It is to be composed of 54 tenured faculty, 18 non-tenured faculty, and 36 students as well as several ex-officio non-voting members. Rules governing meetings and selection of members are included. The Senate is to have the power to: determine policies, standards, programs and goals of the College; safeguard academic freedom, advise and consent on the appointment of the president and all deans, recommend candidates for the presidency and deanships as vacancies occur; propose amendments and revisions to the By-laws of the Board of Higher Education; and provide for the implementation of the foregoing powers. (JS)

**ED 035 359** HE 001 273  
**Proposed Constitution For A University Senate Of Morehead State University. Recommendations Of The Special Committee On University Government.**

Morehead State Univ., Ky.  
Pub Date 20 May 69

Note—5p.

**EDRS Price MF-\$0.25 HC-\$0.35**

Descriptors—\*Governance, \*Governmental Structure, \*Higher Education, \*Student Participation  
Identifiers—\*Morehead State University

This proposed constitution was approved by the faculty of Morehead State University in May 1969, and by the Board of Regents in June 1969. The Senate's duties are to act: as an advisory body in developing institutional policies; as a liaison among various elements in the University and between those elements and the Board of Regents; as a deliberative body on any issue that might arise; and as a coordinator of the work of University committees. Students are voting members of the new Senate. Rules governing their election are included. (JS)

**ED 035 360** HE 001 274  
**Benovich, Joseph B. And Others**  
**Report of the President's Committee On Student Involvement in the University.**

Ohio State Univ., Cleveland.  
Pub Date 16 May 69

Note—35p.

**EDRS Price MF-\$0.25 HC-\$1.85**

Descriptors—\*Administration, \*Governance, \*Governmental Structure, \*Higher Education, \*Policy Formation, \*Student Participation  
Identifiers—\*Cleveland State University

Originally established to consider expanded faculty and student involvement in the governance of Cleveland State University, the Committee decided to recommend changes within the existing governmental structure rather than encourage the establishment of a new system. Background material was studied, meetings were held and 2 questionnaires were administered—one to deans, departmental chairmen and various other academic units at Cleveland State, and another to 66 universities asking for information on student involvement in governance at their institutions. The responses to the second questionnaire are tabulated. All of the universities indicated they were "rethinking" or had recently revised their policies on student involvement in governance. Brief explanations of their reasons for doing so are offered. Recommendations of the committee call for student membership on 17 university committees and

representation at departmental meetings. Recommendations also include provisions for: the number of students to be included on each committee, method of selection, academic qualifications necessary, and terms of appointment. (JS)

**ED 035 361** HE 001 279  
**Towl, Andrew R. Lindfors, Grace V., Ed.**  
**Bibliography. Cases and Other Materials for the Teaching of Business Administration in Developing Countries. South and Southeast Asia.**

Harvard Univ., Cambridge, Mass. Graduate School of Business Administration  
Pub Date 68  
Note—408p.

Available from—Intercollegiate Case Clearing House, Soldiers Field Post Office, Boston, Massachusetts 02163  
**Document Not Available from EDRS.**

Descriptors—Accounting, \*Bibliographies, Business Administration, \*Business Education, Curriculum Guides, \*Higher Education, \*Instructional Materials, \*International Education, Management, Marketing, Planning, Production Techniques, Teaching Guides  
Identifiers—\*Southeast Asia

This is the second in a series of bibliographies made possible by a grant from the Ford Foundation to the Harvard Business School for the listing of cases and other materials to aid prospective teachers and researchers in developing countries. The first volume focused on Latin America, and the third volume will deal primarily with the Middle East and Africa. The primary objective of the series is to increase the effectiveness of American professors of business administration going to developing countries by providing them with a broad selection of planning material. In the present volume, annotations of 653 cases are listed in the areas of accounting, controls, finance and financial institutions, general management, human aspects of administration, marketing, and production. The entries include specifically identified cases in Burma (8), Ceylon (3), Taiwan (26), India (270), Indonesia (6), Japan (32), Korea (10), Malaysia (5), Pakistan (29), Philippines (113), and Thailand (6). Teaching guides are included for 49 cases. Annotated listings of over 600 books, pamphlets, journal articles and supplementary sources are also included. Most of the sources and cases were dated between 1955 and 1965. Cross indexes and information on availability are provided. (DS)

**ED 035 362** HE 001 280  
**Law Schools and Minority Groups: A Guide to Opportunities in Legal Education for Minority Group Students.**

Pub Date Jul 69  
Note—40p.

Available from—Scholarship Information Center, University of North Carolina YMCA-YWCA, Chapel Hill, N.C. 27514 (\$1.00)

**Document Not Available from EDRS.**

Descriptors—Admission Criteria, American Indians, \*Educational Opportunities, Enrollment, Fellowships, \*Higher Education, \*Law Schools, \*Minority Groups, Negroes, \*Professional Education, Programs, Scholarships, Spanish Americans, Tuition

This book contains information on legal education opportunities for minority groups, focusing especially on scholarships and special programs. The bulk of the book consists of a directory of the approximately 135 law schools that responded to a questionnaire. For each school, information is offered on: total size, freshman class size, out-of-state enrollment, minority group enrollment (Negro, American Indian, Spanish-American, and "other"), expenses, general admissions requirements, admissions personnel, and scholarships, programs, and special admissions considerations for minority applicants. The Herbert Lehman Education Fund, the John Hay Whitney Foundation Opportunity Fellowships, and the Martin Luther King, Jr. Fellowships are described. Information is also included on the Law School Admissions Test and the programs and activities of the Council on Legal Education Opportunity. (DS)

**ED 035 363** HE 001 301  
**Alpert, Daniel**  
**The Role and Structure of Interdisciplinary and Multidisciplinary Research Centers.**

Council of Graduate Schools in the U.S., Washington, D.C.  
Pub Date 5 Dec 69

Note—9p.; Address to the Ninth Annual Meeting of the Council of Graduate Schools in the U.S., Washington, D.C., December 4-6, 1969  
**EDRS Price MF-\$0.25 HC-\$0.55**

Descriptors—\*Administration, Administrative Policy, \*Higher Education, \*Interdisciplinary Approach, \*Research and Development Centers, Research Methodology, \*Social Problems, Social Responsibility

Identifiers—\*Interdisciplinary Centers

Although innumerable interdepartmental institutes, centers, and laboratories have been established on US campuses since World II, they have been largely ineffective and unproductive. There are 3 distinct types: (1) the crossdisciplinary centers, in which researchers with problems in one discipline seek new methodologies, solutions or problems from another discipline; (2) the multidisciplinary centers in which individual scholars from different disciplines share common facilities, a common research approach or a common environment, but each works on problems posed by his own discipline; (3) the interdisciplinary centers where the problem determines the selection of personnel involved in a given project. The different centers vary greatly in their use of graduate students and administrative requirements. Most universities have established multidisciplinary centers which essentially serve the departments. If the university wants to address itself to today's problems, it must establish interdisciplinary centers which are administered, staffed, and run very differently from those of the present. (AF)

**ED 035 364** HE 001 302  
**Crawford, Bryce**  
**The Support of Interdisciplinary and Transdisciplinary Programs.**

Council of Graduate Schools in the U.S., Washington, D.C.  
Pub Date 5 Dec 69

Note—9p.; Address to the Ninth Annual Meeting of the Council of Graduate Schools in the U.S., Washington, D.C., December 4-6, 1969  
**EDRS Price MF-\$0.25 HC-\$0.55**

Descriptors—Administrative Organization, \*Budgets, Curriculum Development, \*Departments, \*Graduate Study, \*Higher Education, \*Interdisciplinary Approach  
Identifiers—\*Minnesota University Graduate School

Graduate degree programs in the University of Minnesota Graduate School are set up without formal reference to departments. The graduate faculty having governance of a given major field generally includes scholars in more than one department. The idea of transdisciplinary programs is thus widely accepted. Problems arise, however, when it comes to financial support. The department is the budgetary unit and, there, questions of loyalty and departmental priorities sometimes take precedence. To create a special interdepartmental program with its own budget introduces the problem of what to do with the staff when the program expires. Because it is important to strengthen and promote graduate interdisciplinary programs, such efforts should not be restricted to such permanent entities as departments, though departments must be involved and should control permanent appointments. A transdepartmental referee, who has control of budgetary and position allotments, will be needed to iron out disagreements. Mechanisms, other than departmental, must be established for initiating new transdisciplinary graduate programs and making promotion recommendations. (AF)

**ED 035 365** HE 001 304  
**Aronoff, S.**  
**Interdisciplinary Scholarship.**

Council of Graduate Schools in the U.S., Washington, D.C.  
Pub Date 5 Dec 69

Note—12p.; Address to the Ninth Annual Meeting of the Council of Graduate Schools in the U.S., Washington, D.C., December 4-6, 1969  
**EDRS Price MF-\$0.25 HC-\$0.70**

Descriptors—Curriculum Development, \*Graduate Study, \*Higher Education, Institutional Role, \*Interdisciplinary Approach, \*Organization, Relevance (Education), \*Social Problems, Social Responsibility

It is increasingly demanded that our academic institutions, having been the primary source of the material structuring our civilization, also be the vehicle for finding solutions for its ills. Society is pressuring the university to establish



multidisciplinary programs as the most suitable mechanism for meeting these demands. This will require drastic reorganization in the structure and methodology of the university. The tightly structured, vertically oriented disciplines must be loosened to allow for horizontal diffusion of knowledge. The study of man and his environment, in particular, and the social sciences, in general, demand a drastic revision of curricula. A thorough investigation must be begun into the relations between academic offerings and social needs. (AF)

**ED 035 366** HE 001 310  
[Charter and Bylaws of the Spring Hill College Senate.]

Spring Hill Coll., Mobile, Ala.

Pub Date [69]

Note—9p.

**EDRS Price MF-\$0.25 HC-\$0.55**

Descriptors—\*Administration, \*Governance, \*Governmental Structure, \*Higher Education  
Identifiers—\*Spring Hill College

The Charter and Bylaws outline the purposes, functions and powers of the new Spring Hill College Senate, which is composed of 13 faculty members and 4 students. The Senate is intended to function as a deliberative body and board of appeals in the areas of: academic policies and goals; student personnel policies and goals; policies and goals related to business, finance and development matters having a direct bearing on line functions of the College. Administrative authority does not reside in the Senate. (JS)

**ED 035 367** HE 001 311

*Splete, Allen P.*  
An Interim Report On Student Representation In The Academic Community At Syracuse University.

Syracuse Univ., N.Y.

Pub Date May 69

Note—17p.

**EDRS Price MF-\$0.25 HC-\$0.95**

Descriptors—\*Administration, \*Governance, \*Higher Education, \*Policy Formation, \*Student Participation  
Identifiers—\*Syracuse University

This report documents and describes the substantial student representation at the all-University, college or school, and departmental levels of Syracuse University. It notes that 25 students are members of 6 major policy-making committees, that 17 graduate and 28 undergraduate students will become members of the University Senate in Fall 1969, and that 11 students were members of the 33-member Selection Committee for a New Chancellor. "These are major changes at Syracuse and I think we will find other schools seeking to broaden avenues of student participation in a similar manner." The Bylaws of the Senate as amended on December 17, 1969 are included. They describe the Senate's membership and the functions of its committees. (JS)

**ED 035 368** HE 001 313

*Earns, Floyd*

Enrollments in Oregon's Public and Independent Colleges and Universities. Actual and Projected Enrollments 1959 through 1978. A Staff Report.

Oregon State Educational Coordinating Council, Salem.

Report No—ECC-15-69-2

Pub Date Apr 69

Note—27p.

Available from—Educational Coordinating Council, 647 Union Street, N.W., Salem, Oregon 97310

**EDRS Price MF-\$0.25 HC-\$1.45**

Descriptors—Community Colleges, \*Enrollment Projections, \*Enrollment Rate, \*Enrollment Trends, \*Higher Education, \*Institutions, Private Colleges, State Universities  
Identifiers—\*Oregon

Utilizing certain guidelines and assumptions, this report presents actual, estimated, and projected enrollment for Oregon's 38 institutions of higher education between 1959 and 1978. The report is composed mostly of statistical tables presenting data on the 12 community colleges, 9 public 4-year institutions, and 17 private and independent institutions. Seminaries and Bible schools are not included. It is noted that total enrollments are expected to increase by 55% between 1968 and 1978, after an actual increase of 170% between 1959 and 1968. Between 1968

and 1973, the proportion of enrollments in community colleges will increase, while the proportion in public 4-year and independent and private institutions will decline. Between 1973 and 1978, the relative proportions will remain stable. (DS)

**ED 035 369** HE 001 315

Revised Academic Plan 1969-1975. University of California, Berkeley.

California Univ., Berkeley.

Pub Date 69

Note—217p.

Available from—Central Office, University of California, Berkeley, California 94720

Document Not Available from EDRS.

Descriptors—Admission (School), Curriculum Development, \*Educational Planning, Enrollment, Graduate Study, \*Higher Education, Instructional Improvement, Liberal Arts, Organization, \*Planning, \*Policy, Teaching, \*Universities

Identifiers—\*California University Berkeley

This plan for the Berkeley campus of the University of California is an attempt to formulate an educational blueprint for the development of the campus schools, colleges, academic departments and research units during the 1970's. In contrast to previous academic plans which encompassed a decade of continuous expansion and were concerned with quantitative aspects of planning, the present revision deals with the transition from a period of extensive growth to one of stability and is concerned with improving the quality of instruction and scholarship. The plan is organized into 4 major sections: 1) historical circumstances; 2) the educational policies and priorities which are its framework; 3) the revised plan itself including discussion of each department; and 4) the operational procedures required for its implementation. Within this structure, the plan deals with: the academic organization of the campus, the educational development of the campus units; new directions in scholarship and teaching; liberal and professional education; graduate and undergraduate programs; post-doctoral responsibilities; flexibility among the faculties; research; physical facilities; and establishing limits on enrollment and admissions. Tables, appendices, and a summary of recommendations are included. (DS)

**ED 035 370** HE 001 319

*Creager, John A. And Others*

National Norms for Entering College Freshmen - Fall 1969.

American Council on Education, Washington, D.C. Office of Research.

Report No—ACE-RR-Vol-4-No-7-69

Pub Date 69

Note—90p.

Available from—American Council on Education, Publication Division, 1 Dupont Circle, Washington, D.C. 20036 (\$3.00)

**EDRS Price MF-\$0.50 HC-\$4.60**

Descriptors—\*College Freshmen, Comparative Analysis, \*Educational Research, \*Higher Education, \*National Norms, National Surveys, Statistical Data, \*Student Characteristics

National normative data on the characteristics of students entering colleges as first-time, full-time freshmen in 1969 are presented in this annual report, the fourth in a series developed as part of the Cooperative Institutional Research Program being conducted by the Office of Research of the American Council on Education. The program's major objective is to determine how students are affected by the colleges they attend. The survey instrument, the Student Information Form, is designed to elicit a wide range of biographic and demographic data, and expressions of career plans, student behaviors, and attitudes. The data for this report are based on 169,190 freshmen entering 270 institutions; they were gathered in the fall of 1969 after matriculation but before students had started classes. There are 40 pages of normative data: the first 24 report item data separately for men, women, and all students according to 13 normative institutional categories; the following eight pages show regional norms for men, women, and all students, and the last eight pages are similarly arranged for seven additional institutional categories. The publication of a special normative report concerning the trends on items common to the survey years is planned for 1970. (WM)

**ED 035 371** HE 001 320  
Sixth Annual Survey of Student Charges Among State-Supported Colleges and Universities in 17 States.

Missouri Commission on Higher Education, Jefferson City.

Pub Date Oct 69

Note—11p.

**EDRS Price MF-\$0.25 HC-\$0.65**

Descriptors—Dining Facilities, Dormitories, \*Fees, \*Higher Education, \*State Colleges, \*State Universities, Student Costs, \*Tuition

The Missouri Commission on Higher Education conducted its sixth annual survey of four-year public institutions in 17 Middle Western and border states to determine what fees, except those for laboratory and breakage, were charged to students for the regular academic year. Only one of the 129 institutions queried failed to respond. Those participating in the survey are located in Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Tennessee, Texas and Wisconsin. Tables illustrate basic tuition and fees for resident and non-resident students at state colleges and universities; the maximum, minimum, and average charges for room and board at 96 institutions; basic annual fees, by institution, for resident and non-resident students; and annual high, low, and mean room and board charges. (WM)

**ED 035 372** HE 001 322

*Snyder, Patricia, Ed.*

Summary of State Legislation Affecting Higher Education in the West: 1969.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Nov 69

Note—73p.

Available from—WICHE, P. O. Drawer "P", Boulder, Colorado 80302

**EDRS Price MF-\$0.50 HC-\$3.75**

Descriptors—Educational Coordination, \*Educational Legislation, Facilities, Financial Support, \*Higher Education, \*Laws, \*Legislation, Loyalty Oaths, Scholarships, \*State Legislation, Student Behavior, Teacher Salaries, Tuition

This report is designed to provide an interpretive summary of 1969 state legislative actions in the West that affected higher education. After a regional summary, both brief and extended analyses are provided of legislation in Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. Legislative actions took place in the areas of general appropriations, campus conduct, faculty salaries and benefits, higher education studies, private school support, scholarships and loans, statewide coordination, governance and student voice, tuition and fees, facilities, special programs, loyalty oaths, and residency requirements. Legislation that was proposed but not passed is also discussed. The state summaries were written by correspondents and writers from various newspapers in the Western states. (DS)

**ED 035 373** HE 001 326

Report and Recommendations to the Board of Higher Education of the City of New York. University Commission on Admissions, The City University of New York.

City Univ. of New York, N.Y.

Pub Date 7 Oct 69

Note—70p.

**EDRS Price MF-\$0.50 HC-\$3.60**

Descriptors—Admission (School), \*Admission Criteria, College Bound Students, Curriculum Development, \*Ethnic Distribution, \*Higher Education, \*Open Enrollment, Student Placement, \*Universal Education

Identifiers—\*City University of New York (CUNY)

Responding to a mandate from the Board of Higher Education to submit a plan for an open admissions policy that would allocate students to the various programs of the University, the University Commission on Admissions of the City University of New York (CUNY) offers three admissions plans, all based on the use of the criterion of class rank instead of absolute high school grade average, and on the continuation of the SEEK criteria for admission to the senior colleges. Proposal I would admit a majority of the freshman class on the basis of rank "in the stu-

dent's own school", and the remaining students under SEEK criteria. Proposal II would admit 60% of the freshman class on the basis of high school rank and about 15% under SEEK criteria; the remaining 25% would be admitted on the basis of stated preferences and assigned by lot. The third proposal would admit most entering freshmen on the basis of rank in class and others under SEEK criteria; additional places would be reserved so that students previously admitted to senior and community colleges under traditional criteria would still be admitted. Determination of the exact proportion of students entering under SEEK criteria would result in ethnic balance among the different units of CUNY. The report also discusses CUNY's structure, its traditional curriculum, student placement procedures and how these would be recognized, and special programs and services that would be essential to the implementation of a viable open admissions policy. (WM)

ED 035 374

HE 001 327

Clark, Kenneth E.

The Graduate Student as Teacher.

American Historical Association, Washington, D.C.

Pub Date 22 Dec 69

Note—5p; Speech presented to meeting of the American Historical Association, Washington, D.C., December 28-30, 1969

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—\*Graduate Students, \*Higher Education, Instruction, Instructional Improvement, \*Teacher Qualifications, Teacher Role, \*Teaching, \*Teaching Assistants

Identifiers—\*Rochester University

College Teaching today is in many ways a primitive profession, for there are no standards to insure that only qualified practitioners enter the "guild." The prevailing stereotypes give the impression that only those with certain formal credentials are qualified as teachers. Teachers should be selected on the basis of natural communicative abilities rather than credentials alone, and should be further trained in the art of classroom presentation. Those who have responsibility for the conduct of higher education are to be severely indicted for their neglect of classroom teaching as one of the arts. If graduate student teachers are examined, it will be discovered that they do things quite differently than would be expected. In a study at the University of Rochester, it was discovered that there was serious misunderstanding among the administration, faculty, and student teachers about the role of graduate students in the instructional process. However, a large number of undergraduates were "delighted" with the role that the graduate student teachers were playing. The student teachers expressed a desire for more training and supervision in teaching than they had received, and were very open to change. The graduate student, having just come through his own undergraduate program, is a great resource in the campaign to improve the quality of undergraduate instruction. (DS)

ED 035 375

HE 001 328

Schultz, Kenneth

A Study of Student Financial Aid in Virginia.

Virginia State Council of Higher Education, Richmond.

Pub Date Nov 69

Note—83p.

Available from—State Council of Higher Education, 914 Capitol Street, Richmond, Va. 23219

EDRS Price MF-\$0.50 HC-\$4.25

Descriptors—Educational Philosophy, Employment, Evaluation, \*Financial Support, \*Higher Education, Scholarship Funds, Scholarship Loans, \*Scholarships, \*Student Loan Programs, \*Students

Identifiers—\*Virginia

In response to a legislative resolution, the State Council established a Student Financial Aid Study Advisory Committee composed of public and private college representatives and outside consultants to develop a comprehensive study of student financial aid programs in higher education in Virginia. This study makes available for the first time an inventory of financial aid currently available to students in Virginia colleges and universities. Divided into 4 parts, the study provides: 1) an evaluation of present student financial aid policies and practices; 2) a discussion of financial aid philosophy; 3) an evaluation of the adequacy of existing aid programs; and 4)

a proposal for broadening financial support to meet present and projected student financial aid needs. The conclusion is that Virginia faces a major challenge if it is to keep pace with other states in providing opportunities to attend college and if it is to meet the future need for a well-trained labor force. Tables and a bibliography are included. (DS)

ED 035 376

HE 001 329

Leigh, Terry

A Selected and Annotated Bibliography on Evaluating Performance of College Faculty Members.

Kentucky Univ., Lexington.

Report No.—Occas-pap-8

Pub Date [69]

Note—30p.

Available from—Program on Educational Change, University of Kentucky, Lexington, Kentucky 40506. Single copies free

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—\*Annotated Bibliographies, College Administration, Criteria, \*Evaluation, \*Faculty, \*Higher Education, Methodology, Performance, Problems, Students, \*Teacher Evaluation

This annotated bibliography contains 56 entries concerned with college faculty evaluation. The entries deal mostly with the methods, procedures, and problems involved in faculty evaluation by students, administrators, and peers. Several are concerned with the "teaching or research" question in relation to evaluation. Most are taken from journals and periodicals with a substantial number from the journal, "Improving Colleges and University Teaching". The items were published from 1961 to 1968, although most appeared from 1966 to 1968. (DS)

ED 035 377

HE 001 335

Prausnitz, Walther G. And Others

Curricular Reform for Concordia College.

Concordia Coll., Moorhead, Minn.

Pub Date 69

Note—376p.

Available from—Curriculum Commission, Concordia College, Moorhead, Minnesota

EDRS Price MF-\$1.50 HC-\$18.90

Descriptors—Church Related Colleges, College Administration, Curriculum, Curriculum Design, \*Curriculum Development, Curriculum Evaluation, Curriculum Planning, Curriculum Problems, Educational Change, \*Higher Education, \*Innovation, \*Institutional Role, Pass Fail Grading, \*Planning, Responsibility, Student Participation

Identifiers—\*Concordia College

This report of the Curriculum Commission at Concordia examines all aspects of the academic program and sets forth recommendations for its improvement and reform. Chapter 1 discusses reasons for a curriculum study, and Chapter 2 looks at the goals of a liberal arts education in a Christian college. Chapter 3 deals with the curriculum itself, and contains recommendations about the course plan, expansion of the pass/fail option, and revision of core requirements with suggestions for its administration. Proposals for establishing minority studies, interdepartmental majors, and student participation in academic planning are also included. Chapter 4 discusses some economic considerations and looks at the "role and reality" of liberal arts colleges. Recommendations are made concerning the administrative and economic responsibilities of the departmental and college officers. The last recommendation sets up a timetable for the implementation of all proposed changes. Appendices include a summary of the 70 recommendations, results of a questionnaire sent to all students, and bibliographies. (DS)

ED 035 378

HE 001 336

The University of Wisconsin—Green Bay. 1970-71.

Wisconsin Univ., Green Bay.

Pub Date Sep 69

Note—167p.

EDRS Price MF-\$0.75 HC-\$8.45

Descriptors—Admission (School), \*Catalogs, Cocurricular Activities, Curriculum, \*Ecology, Educational Philosophy, \*Environmental Education, Financial Support, \*Higher Education, Programs, Relevance (Education), Students, \*Universities

Identifiers—\*Wisconsin University Green Bay

This general catalogue describes the University of Wisconsin at Green Bay (UWGB). This new and innovative institution has set out to "meet the challenge of a new generation of youth who will not be denied less than they have been encouraged to dream." The special focus of the UWGB academic plan is on ecology, or the study of man in relation to his surroundings. Because ecological inquiry is pan-disciplinary, UWGB has organized its colleges within the framework of environmental themes rather than grouping them according to traditional disciplines. The College of Environmental Sciences focuses on the problems of the natural environment, while the College of Community Sciences focuses on the social environment. The College of Human Biology centers its attention on human adaptability—the impingement of the environment on the individual. The College of Creative Communication emphasizes the problem of human identity, or the individual's impingement on his environment. All students are required to select an environmental problem or area on which to focus (30 hours), but may also take "options" in a specific discipline, a pre-professional program, or professional programs in business, public administration, or education. At the core of the academic plan is a 4-year series of liberal education seminars for all students. In order to serve the students, community and region more fully, sub-regional campuses are located in Fox Valley, Manitowoc, and Marinette Counties. (DS)

ED 035 379

24

HE 001 337

Stegman, Wilbur N.

A Study to Develop Living Area Activities Designed to Improve the Retention Ratio of Potential Student Dropouts. Final Report.

Southwest Missouri State Coll., Springfield. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-F-112

Pub Date 15 Dec 69

Grant—OEG-6-9-008112-0034(057)

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—Cocurricular Activities, Counseling Services, \*Dropout Prevention, Grade Point Average, \*Higher Education, \*Programs, \*Student College Relationship, \*Student Personnel Services, Tutoring

Identifiers—\*Southwest Missouri State College

The purpose of this study was to determine the effectiveness of various activities designed to retain dropout-prone college students at Southwest Missouri State College through the use of experimental grouping and the development of counseling and guidance activities for these students. One hundred forty potential dropouts were selected from the 1968 entering freshman class and half were placed in sample groups and half in control groups. Assigned to special residence halls, the sample groups were provided with graduate research assistants responsible for conducting certain activities and providing special services designed to prevent college withdrawal. The activities and services included academic advisement and tutoring, personal guidance and counseling, and social and economic assistance when necessary. Activities were conducted on an individual and group basis. After one year, the results indicated a significantly higher (beyond 95% confidence) rate of retention for the sample students as compared to their control counterparts. Grade point averages for the sample students were also substantially higher, although not statistically significant. It is recommended that the program be combined with the counselor preparation program and enlarged to include all freshmen. (DS)

ED 035 380

24

HE 001 338

Bartlett, Dale L.

The Effect of Repeated Listeners on Ability to Recognize the Structural Elements of Music and the Influence of this Ability on Affective Shift. Final Report.

Kansas Univ., Lawrence.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-F-032

Pub Date May 69

Grant—OEG-6-9-008032-0036(057)

Note—50p.

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors—\*Affective Behavior, Auditory Training, Cognitive Development, Control



Groups, Educational Objectives, \*Higher Education, \*Listening Comprehension, \*Music, \*Music Theory, \*Structural Analysis

This study, conducted over a period of three weeks at the University of Kansas, attempted to determine whether knowledge of musical structure would effect greater understanding and, eventually, enjoyment of music. Experimental and control groups comprising freshmen who were not enrolled in a music course listened repeatedly to excerpts of classical, light classical, Broadway show, ballad, jazz, rock 'n' roll, folk, and country-western music. The students' verbal discriminations of musical structure were taped as they commented while listening to the music, and nine preference ratings were obtained for each excerpt. Discrimination scores concerning the structural elements of two classical selections and a numerical compilation showing the frequency of discrimination for four selections were also obtained. For the two groups, the relationship between increased awareness of musical structure and positive affective response was fairly high for one classical work and moderately low for another. This relationship appears significant, since classical music is not closely related to the musical tastes of today's university-age person. The influence of discrimination on musical preference seemed apparent when a second control group did not react as positively to the classical excerpts as did the other group. Although it is felt that the method used in this study seemed to establish some positive changes in listening habits among the subjects, further research would help to determine its utility for the teaching of discriminative listening in the general music curriculum. (WM)

ED 035 381 HE 001 339

**Higher Education and Financial Control by State Governments in Southern Association States.**

Southern Association of Colleges and Schools, Atlanta, Ga.

Pub Date Mar 68

Note—17p.

Available from—SACS, 795 Peachtree St., N. E., Atlanta, Georgia 30308

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors—\*Budgeting, \*Financial Policy, Financial Problems, \*Higher Education, School Funds, \*State Aid, State Colleges, \*State Government, State Universities

During recent years, the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) have had problems applying and enforcing a law (Illustration 7) affirming that state funds be left entirely to the jurisdiction of the institutional governing board after they have been appropriated. After alleged violations by state financial officers, SACS appointed a special committee to evaluate the validity, application and effectiveness of Illustration 7 and examine other aspects of the relationship between state budget agencies and institutions of higher education. A list of questions was developed and extensive interviews were held with public and educational officials in the 11 Southern Association states. This report summarizes observations and problems, identifies actual or potential problem areas, and presents recommendations for the improvement of state-institutional relations. It was found that states' financial policies vary considerably; 5 states apply extensive control while others are more lenient. Personnel management and control is probably the most sensitive area of administration involving state-institutional relations. Recommendations concern new budgetary approaches, revision of Illustration 7, and improved communications among SACS, the state budgetary agencies, and the state institutions. (DS)

ED 035 382 HE 001 345

Counellis, James Steve

**The Undergraduate Major in Political Science.**

California Univ., Berkeley. Office of Institutional Research.

Pub Date May 69

Note—98p.

EDRS Price MF-\$0.50 HC-\$5.00

Descriptors—Attitudes, \*College Majors, \*Departments, Educational Objectives, \*Higher Education, Institutional Role, Intellectual Disciplines, Political Attitudes, \*Political Science, \*Student Characteristics, Student Interests, Student Motivation, Student Opinion, Student Teacher Relationship, Units of Study (Subject Fields)

Identifiers—\*California University Berkeley

The Undergraduate Studies Committee in the Political Science Department at Berkeley designed this self-study for the purpose of understanding more clearly the experiences political science majors have in the department. The first part of the study was a "study in depth" which consisted of interviewing some 60 undergraduate majors in political science. The second part was the administration of a 66-item multiple-choice questionnaire to the 645 undergraduate majors; 307 were returned. This report is based upon the questionnaire data only. The questionnaire dealt with such areas as: father's occupation and income, background (urban or rural), academic plans, occupational and degree objectives, preferences in job characteristics, political views, political party preferences, special fields of interest within political science, frequency of class attendance and completion of readings, relationships to faculty advisors, perceptions of faculty political views; and opinions on the relation of class size to learning, adequacy of present class time, purposes of political science, major functions of the University, disciplines relevant to political science, and the comparative difficulty of the study of political science to the study of history and sociology. Forty tables document the discussion. (DS)

ED 035 383 HE 001 347

**Ad Hoc Committee on the Role of Students in the Government of the University. Report to the University Committee.**

Wisconsin Univ., Madison.

Pub Date 6 Feb 68

Note—57p.

EDRS Price MF-\$0.25 HC-\$2.95

Descriptors—\*Administration, Committees, Discipline Policy, \*Governance, \*Higher Education, \*Participation, Student College Relationship, \*Student Role

Identifiers—The Crow Report, \*Wisconsin University

This committee report examines past student participation in the government of the University of Wisconsin, formulates principles concerning the role of students, and recommends structural and functional changes to achieve greater student participation. Except for the establishment of certain new committees, the report recommends changes within the existing governmental structure. The 17 recommendations fall into 4 general categories which correspond to the guiding principles of the committee. First, the committee advocates complete withdrawal of all in loco parentis activities by the University. Second, noting that student representation on practically all University committees was inadequate, the authors urge that committees review their structures and responsibilities with a view toward accommodating more student members. Third, students should be allowed to govern themselves to a greater extent. Faculty and administration supervision should be reduced and simpler means of communication between students and faculty should be developed. Finally, restructured and limited university disciplinary procedures are recommended. The committee urges no duplication of any civil law penalties by the University except in certain cases. Trials should be conducted by joint student-faculty panels with absolutely no administrative involvement. (DS)

ED 035 384 HE 001 349

**Constructive Changes to Ease Campus Tensions.**

National Association of State Universities and Land Grant Colleges, Wash., D.C. Office of Institutional Research.

Pub Date Jan 70

Note—61p.

EDRS Price MF-\$0.50 HC-\$1.15

Descriptors—\*Activism, \*Discipline Policy, \*Governance, Governmental Structure, \*Higher Education, Policy Formation, \*Student Participation, Students

This compilation documents steps taken by approximately 90% of the state universities and land-grant colleges to involve students in governance, and to develop policies and procedures aimed at handling disruption. Part I, dealing with student participation in university policy making, is subdivided into: participation in governance, membership on committees, participation on search and screening committees, self-studies and evaluations, communication and consultation with students, involvement with boards of trustees, ombudsmen, and adoption of

student suggestions. Part II contains policies on obstruction and disruption, student codes, preparedness for disruption, policies and practices regarding police, and policies on firearms. The survey strongly indicates that universities have "been making diligent efforts to deal with legitimate concerns." (JS)

ED 035 385 24 HE 001 350

**An Analytical Study of Selected Contemporary American Choral Compositions and the Implications for Teaching Methods of Reading Music. Final Report.**

Brigham Young Univ., Provo, Utah.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-H-010

Pub Date Dec 69

Grant—OEG-8-9-5400010-2106(058)

Note—168p.

EDRS Price MF-\$0.75 HC-\$8.50

Descriptors—\*Choral Music, Higher Education, \*Learning Theories, Music, Music Reading, Music Techniques, Music Theory, \*Performance Factors, Skill Development, Structural Analysis, \*Teaching Techniques

The objectives of this study were to identify specific performance demands of choral literature written by contemporary American composers, to relate these demands to the skills and knowledge required to learn this music, and to formulate teaching procedures that lead to successful performance. The compositions used, William Schuman's "The Last Invocation", Dello Joio's "Jubilant Song", and Barber's "Reincarnations", require special perceptual skills and present many learning problems because of their pitch, harmonic and rhythmic features. Seventy members of an A Cappella Choir were randomly divided into control and experimental groups; both of them briefly examined the scores, recorded the three numbers, and had eight rehearsals with the same conductor. The control group was limited to the score and rote drill procedures; unknown to the singers, warm-up exercises and drills were derived from problems in the music to be learned. The experimental group received the same treatment, but were also exposed to theoretical derivations of the musical problems and cross-referencing to encourage transfer of learning to reoccurrences of the same patterns. Performances were recorded again and evaluated by three choral judges who unanimously decided that the experimental group's post-rehearsal tape was superior in accuracy of pitch, rhythm, and security of singing. It was concluded that planned learning activities based upon analytically-derived problem features of choral music are highly effective in developing the musical accuracy of choral singers. (WM)

ED 035 386 24 HE 001 352

Seligman, Richard

**Measuring the Institutional Stance on Matters of Student Conduct.**

California Univ., Los Angeles. Center for the Study of Evaluation.

Report No—CSE-55

Bureau No—BR-6-1646

Pub Date Nov 69

Note—51p.

Available from—Center for the Study of Evaluation, UCLA, Los Angeles, California

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—Church Related Colleges, Community Colleges, Conduct, \*Discipline Policy, \*Higher Education, Misbehavior, \*Questionnaires, Research Design, \*Research Tools, Sanctions, \*Student Behavior, Student College Relationship, Urban Universities

This study is concerned with the initial testing of a questionnaire designed to examine student discipline policies in terms of student perception of goals and objectives, scope, procedures, and sanctions. "Institutional Procedures in Colleges and Universities" (IPCU), the questionnaire, containing 45 items, was sent to students and deans at 5 liberal arts denominational colleges, 3 junior colleges, and 4 large urban universities. The results of the 570 returned questionnaires are examined in detail, and comparisons are made among the different types of institutions. At denominational colleges, administrators are seen as being genuinely interested in the student's welfare. Disciplinary sanctions are most severe at these types of institutions, but students also report the most agreement with their college's poli-



cies. At the universities, students acknowledge respect of procedural due process on the part of their institutions. Sanctions were not perceived in matters of sex and alcohol, and only rarely in off-campus matters. At junior colleges, students indicated only limited awareness of their campus policies. They reported administrative edict to be the manner for resolving conflict, and perceived themselves as playing no role in institutional governance. The conclusions suggest the IPCU is a reliable and valid measure of perception of disciplinary policies and practices. Several implications for further research are offered. (DS)

**ED 035 387** JC 690 230

Gianopoulos, John William

**A Descriptive Analysis of Collective Negotiation Agreements in Ten Selected Illinois and Michigan Public Community Colleges.**

Pub Date 69

Note—256p.; Doctoral dissertation

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106

**Document Not Available from EDRS.**

Descriptors—\*Arbitration, \*Collective Negotiation, Doctoral Theses, \*Faculty Organizations, Grievance Procedures, \*Junior Colleges, Strikes, \*Unions

Identifiers—Illinois, Michigan

To analyze collective negotiations, the author studied the scope, issues, and outcomes of agreements in effect (1967-68) in ten junior colleges in Illinois and Michigan. The colleges were selected for having (1) signed agreement with a local representative faculty organization, (2) experienced an actual or threatened work stoppage, (3) agreed to take part in the study. Findings from four hypotheses are discussed. The agreements showed no great differences on work stoppages, issues, or outcomes, and only a slight one on scope. Key economic issues were salaries, teacher load, fringe benefits, and class size; non-economic issues were grievance procedures, academic year and school day, arbitration, tenure, decision making, and agency shop. Collective bargaining required much time and money, diminished administrative flexibility, and threatened work stoppages at a time when colleges need least constraint on their growth and vitality. The organization gave higher priority to non-economic than economic gains, especially to more faculty say in policy making. Where a district experienced real or threatened work stoppage, the issues concerned teacher welfare, not student welfare or professional improvement. From these findings, 17 conclusions were drawn. The recommendations concern funds to meet organization demands, negotiation experience, organization mergers, regional and long-term agreements, tenure policy, negotiating teams, strikes, communication, action committees, and administrative turnover. (HH)

**ED 035 388** JC 690 442

Bremer, Fred Henry

**Philanthropic Support for Public Junior Colleges.**

Pub Date 65

Note—245p.; Ph.D. dissertation

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 65-8029, Microfilm \$3.35, Xerography \$11.70)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, \*Financial Support, \*Junior Colleges, \*Private Financial Support, \*Public Schools

A study was conducted to evaluate these issues with regard to philanthropic support for the public junior college: the extent of junior college programs for securing philanthropic support; types of gifts received by public junior colleges; sources of private support for public junior colleges; the purposes for which private support is designated; how public and private junior colleges compare with regard to private support. A questionnaire was distributed to each public junior college in the United States. Among the empirical generalizations supported by the survey were: most junior colleges do not have programs for securing private funds; the amount of private support received was related to the enrollment and geographic location of the college; public junior colleges that are not part of public school systems receive more private support than those that are; private junior colleges receive more private support than public colleges. (MS)

**ED 035 389**

Snyder, Fred A. Klein, Ruth B.

**Does Financial Aid Help? A Study of the Effectiveness of Financial Assistance to Students at Harrisburg Area Community College.**

Harrisburg Area Community Coll., Pa.

Pub Date 69

Note—18p.

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—\*Grants, \*Junior Colleges,

\*Scholarship Loans, \*Student Loan Programs

Identifiers—Pennsylvania

Certain forms of financial aid were studied to determine the academic and personal background of the recipients and if the aid promoted college attendance, academic achievement, and personal development. The subjects were full-time and received scholarships or grants awarded specifically to low-income students; those with other forms of aid were excluded. The recipient group contained 57 men and 51 women; the control group, 45 men and 40 women. The questions were: do recipients earn better grades? if so, is it because of academic ability? do they have fewer academic suspensions? do they remain enrolled longer? do they have a higher graduation rate? do they earn more credits in two years? The groups were similar in age, marital status, and mother's education; they differed in ACT scores, family income, father's education, and number of dependents in family. Half the recipients said they probably could not and a quarter said they certainly could not have attended college without the aid. They ranked their direct benefits as: more years of college, more time for study, full-time schedule, better grades, less part-time work, time for other activities. They also felt a special obligation from receiving the aid. Recipients made higher grades (also related to ACT scores), had fewer academic suspensions, had a higher graduation rate, earned more credits, and more remained enrolled. A few differences were found between the men and women. [Not available in hard copy due to marginal legibility of original document.] (HH)

**ED 035 390**

Wygall, Benjamin R.

**Planning and Development Operational Procedures.**

Florida Junior Coll., Jacksonville.

Pub Date Sep 69

Note—14p.

**EDRS Price MF-\$0.25 HC-\$0.80**

Descriptors—\*Consultants, \*Educational

Planning, \*Junior Colleges

Identifiers—Florida

The Associated Consultants in Education were hired by Florida Junior College to help determine how the college could meet the needs of its students and to devise an organizational structure that would help achieve its goals. Five vice-presidencies (Instructional Services, Administrative and Business Affairs, Student Services, Planning and Development, and Assistant to the President) and two Campus Provosts were recommended to fill the second-line administrative structure. The duties and staff of the Planning and Development Division are here described in detail and its operational procedure presented in a chart that shows: (1) planning needs determined; (2) study project designed (including objectives); (3) study project approved (by President's staff); (4) study project conducted; (5) change proposal(s) developed; (6) change proposal(s) approved (or alternatives selected, or change disapproved, terminated, or sent back for re-planning or re-study); (7) change decision(s) implemented; (8) change decision(s) evaluated. After evaluation, minor modifications can be made or the whole proposal sent back for re-study. A model of this procedure in action is shown, with appropriate feedback and cut-off points. (HH)

**ED 035 391**

Capper, Michael R.

**Junior College Students on Academic Probation.**

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Dec 69

Note—4p.

Journal Cit—Junior College Research Review; v4 n4 Dec 1969

**EDRS Price MF-\$0.25 HC-\$0.30**

JC 690 443

Descriptors—\*Academic Probation, \*Grading, \*Junior Colleges, \*Low Achievers, \*Probationary Period

Junior college students on academic probation are as heterogeneous as the college population itself. They range from high-ability students dismissed from 4-year institutions to those with severe visual-motor handicaps. The differences should be more carefully identified so that appropriate help can be made available. Special counseling (required by California law for junior college probation students) must be given so that they can make realistic educational and vocational plans. The single 15-minute interview or the 50-minute group session required by one college does not provide such an opportunity. Changes in penalty grading and probation practices have shown favorable results. Not only do they reduce the number of students on academic probation, but they also switch the college emphasis from punishing inappropriate behavior to rewarding the appropriate. Fears that less punitive grading practices would lead to student irresponsibility have so far proved unfounded. Research on limited study loads, required periods of non-attendance, and other common restrictive sanctions of probation has not shown them to be effective in increasing success among probationary students. The open-door college has an obligation to all students, but especially to those on probation. For the below-average student, the junior college truly represents his last educational opportunity. (HH)

**ED 035 392**

Smith, Alden W.

**SET: Students Evaluate Teaching.**

Pub Date [69]

Note—12p.

**EDRS Price MF-\$0.25 HC-\$0.70**

Descriptors—\*Evaluation Techniques, \*Instruction, \*Junior Colleges, \*Student Evaluation

Identifiers—California

Fifty instructors, from nine school districts and five 4-year institutions, are taking part in the SET program—Students Evaluate Teaching. Research shows that (1) students can and do make fairly sound ratings of their teachers; (2) they tend to agree with each other; (3) teachers rated best by students tend to obtain highest student gains; (4) student ratings often differ from those by principals, supervisors, and other teachers. SET is an effective way for students to express their opinions, valid or otherwise. A visiting instructor is requested by any educator who feels the session can help him improve his teaching. The visitor leads a student discussion, during which he elicits their comments. The requesting teacher prepares his class for the visit, urging candid comment. Both teachers assure the students that their anonymous remarks will be used only for improving course content and teaching methods. (This report includes a copy of the visitor's discussion agenda.) Transcripts of the session, a conference between the two instructors, and a class discussion after the visit make up the evaluation. The experiment's immediate objectives are to give a chance for the teacher to improve his instructions and the student to express himself on the programs. It is a way to define a group's concept of what makes one member of an occupation more effective than another. The SET evaluations will be raw data for application of the Critical Incident Technique. Future plans for the program are discussed. (HH)

**ED 035 393**

Goldman, Leroy Howard

**Cultural Affairs: A Vital Phase of Community Services.**

Pub Date 69

Note—25p.; Seminar paper

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—\*Community Service Programs, \*Cultural Enrichment, \*Cultural Events, \*Fine Arts, \*Junior Colleges

Identifiers—California

This paper looks at community services in the junior college, particularly cultural affairs. The nature of the community must be defined before an effective program can be organized. The college can then determine the area of services to be offered. Cultural programs are considered to be those offering lectures, films, exhibits, theater, and so on. Interviews were conducted with directors of community services at seven varied community colleges. All had lecture series of

varying scopes. The College Association for Public Events and Services was the booking agent for the series. Colleges with comprehensive programs offered art and science exhibits. Film series were the most popular cultural programs, as even isolated colleges are able to contract for them. Theater programs, performed by college drama classes or by college members, are usually successful. Some colleges stage fine arts festivals; some operate planetariums; others sponsor community chorus and orchestra groups. A successful cultural program will improve public relations and promote community support for the college. [Not available in hard copy due to marginal legibility of original document.] (MS)

ED 035 394

JC 690 449

Read, Betty

**The Community-Junior College.**  
Albuquerque Public Schools, N. Mex.  
Pub Date Feb 69  
Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—\*Educational Planning, \*Junior Colleges, \*State Legislation  
Identifiers—New Mexico

Along with a brief history of American junior colleges and the principles on which they were established and currently operate, this paper discusses their main problems: (1) sources of funds (state aid, local taxes, tuition, fees) and the proportionate amounts received from each; (2) the expected diversity of courses to satisfy remedial, academic, vocational, technical, community, and transfer needs; and (3) control, whether local or state. The trend is to state control because of funding, the efficiencies of central planning and coordination, and the mobile population. Listed are the advantages and drawbacks of four levels of control: a public school district, an independent district, a college or university branch, and the state level. Descriptions and a few statistics are given for typical students' background, academic ability, employment, occupational choice, motivation, attitudes, and age range. Included also is a brief description of the seven principles developed by AAJC for the legal establishment of junior colleges. The author then details the establishment and status of the 2-year college in New Mexico—its organization, boundaries, affiliations, course of study, taxation, bonds, and governance. The last chapter deals with program specifications for a possible college in Albuquerque. The essential program areas are academic affairs, occupational training (following national and regional manpower needs), general and continuing education, community services, and student personnel. (HH)

ED 035 395

JC 700 000

Horvath, Ronald J.

**Community Relations: A Practical Approach.**  
Pub Date [69]

Note—8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—\*Community Relations, \*Community Services, \*Junior Colleges, \*Public Relations  
Identifiers—Pennsylvania

For junior colleges that cannot support a full-time public-relations director, the author suggests a program using the resources at hand. A flow chart must be made so that the faculty or administration member handling the program knows where to collect his information. (If possible, he should receive released time or extra pay.) Faculty members should be willing to help by providing information or making public appearances, for, if the taxpayers have a favorable image of the college, they will vote the necessary funds. Students can contribute by serving as liaison with high school students and teachers. They can talk to their friends and address club meetings and assemblies. On campus, they can guide visitors, act as aides at ceremonies, gather news from college clubs or from their parents' clubs or businesses. The community-relations director should also visit or write to school superintendents, principals, club directors, counselors, and high school faculty, offering student or faculty speakers, help with in-service training, and the like. He should also offer the services of a faculty speaker's bureau to chambers of commerce, service clubs, etc., and should let radio and TV stations know that the college can fill certain slots with discussion or information programs. As a last step, he should maintain a mailing list for regular news releases to the board of trustees, state education

committees, school boards, legislators, and all the local news media—newspapers, radio, and TV. (HH)

ED 035 396

JC 700 001

**Where Are They Now? A Follow-up of First Time In College Freshmen in Florida's Community Junior Colleges in Fall 1966.**

Florida Community Junior Coll. Inter-institutional Research Council.

Pub Date Nov 69

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—\*Followup Studies, \*Institutional Research, \*Junior Colleges, Questionnaires, \*State Surveys, \*Student Characteristics  
Identifiers—Florida

Florida colleges' own follow-up studies have been valuable to themselves, but statewide research has been needed to assess the system's success—hence this 1969 study of fall 1966 first-time freshmen. From 28,396 students of 26 colleges, a random-stratified sample of 499 was drawn according to each college's enrollment and by sex ratio, with provision for alternates. Usable responses to the 9-item questionnaire came from 277 men and 211 women. As all did not answer all items, they were analyzed individually. Data on residency, high school background, degrees earned, transfer status, value of college experience, and post-college activities were to be used, after analysis, by the State Education Department for statewide planning. The study showed the need for a standard Student Information System to supply full and uniform data on each student in the system. (The Florida Community Junior College Inter-institutional Research Council is now developing such a system.) It was found that the "average" student attends the college in his own county directly after high school, takes over two years to get his diploma, works while at college, graduates from the same one he enters, enrolls in a transfer program, majors after transfer in education or arts/sciences, and feels his junior college experience was helpful. The detailed procedures used in this study could be a model for those wishing to make a similar one. The investigators felt the questions raised by the study were its most valuable result. (HH)

ED 035 397

JC 700 004

Hayes, Glenn E.

**Junior College Work Experience Education.**

Pub Date Dec 69

Note—24p.; Seminar paper

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—\*Junior Colleges, \*Technical Education, \*Work Experience Programs  
Identifiers—California

This paper examines problems in work experience education in five California junior colleges. As equipment for occupational programs is both expensive and soon obsolete, many colleges have turned to industry to provide the work experience. Thus the student can not only be involved in real work situations but also earn as he learns. All such jobs, part of the course requirements, are supervised by a teacher or coordinator and the employer. The value of such programs to students and community and the usual methods of operation are discussed. One survey found these major difficulties: (1) lack of coordinated supervision by college and employer; (2) little relation of college courses to job experience; (3) conflicts in work and class schedules; (4) student over-interest in the paycheck; (5) occasional poor placement of students. Los Angeles Trade Tech reported that companies actively seek participation in the programs and that lack of time is the worst problem. Orange Coast College had difficulty finding suitable work stations and persuading employers to pay wages. Pasadena City College's problems were lack of time for the coordinator, students leaving school for jobs for which they were not yet ready, and inadequacy of state average daily attendance payments. Long Beach City College, in its auto mechanics program, noted that its students had trouble maintaining the clean driving record necessary for their jobs. The lack of a full-time coordinator was Los Angeles Pierce College's biggest problem. (HH)

ED 035 398

JC 700 005

Ferrari, Michael R. Bertie, Neal R.

**American Junior Colleges: Leadership and Crucial Issues for the 1970's.**

Pub Date 69

Note—20p.

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—\*Career Choice, \*Junior Colleges, \*Presidents, Questionnaires

The origins and careers of junior college presidents were studied to identify the leaders and what they feel are the crucial issues of the next decade, the form of their career patterns as they moved up, and their reasons for choosing careers in administration. Of 963 subjects questioned, 662 replied. Examined were such items as age, background according to fathers' occupation, academic doctorates, major fields of study, career paths from teaching or other careers to the presidency over a 20-year span, the position held just before the presidency, and the social factors affecting formal career movements. The respondents also stated why they are in their present job, how they interpret their move to leadership, and why they chose or were chosen for the position. Replies included: to contribute to society, meet a challenge, or achieve personal satisfaction. The most critical issues they foresaw were (1) funds to handle growing enrollments and new faculty; (2) achieving a balance between occupational and transfer curricula and doing research on how best to serve society, the community, and the individual; (3) the quantity and quality of staffing; (4) establishing the proper role of the junior college. Those most experienced with the junior college, as administrators or teachers, should increase communication with all educational leadership, national and international. [Not available in hard copy due to marginal legibility of original document.] (HH)

ED 035 399

JC 700 006

Doran, Kenneth T.

**Relevancy of the Community College.**

Pub Date Nov 69

Note—10p.; Speech given before the New York State Personnel and Guidance Association, November 18, 1969

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—\*Junior Colleges, \*Relevance (Education)  
Identifiers—New York

The speaker traces the history of early academies in New York State, with their several forms and functions, until the establishment of the public community college under the State University Law of 1948. Its students now make up 60% of the University's enrollment. According to the State Regents, it should (1) be supported as providing a broader public post-secondary educational opportunity; (2) be open to all high-school graduates (or equivalent), operated at low cost, and reasonably accessible to commuters; (3) offer general, transfer, occupational, terminal, adult, and continuing education, as well as guidance and counseling; and (4) provide its own distinct services and not be converted to 4-year status. The comprehensive college, offering both transfer and technical programs, can best accommodate (1) future needs of higher education, (2) the increasing heterogeneity of ability of high school graduates, (3) the growing group of semi-professionals. A recent criticism of the 2-year system maintained that it is no longer viable for the cities and recommended a looser time schedule to fit the student's talents, whether he needs one year or seven. In reply, the speaker defends the structure, pointing out that it gives a sensible, dignified stopping place for those who "reach their natural limits" in less than four years after high school. From this point of view, the community college is relevant to student needs in all its functions—transfer, general education, and middle-range career preparation. (HH)

ED 035 400

JC 700 007

**Application for Accreditation.**

Rio Hondo Junior Coll., Whittier, Calif.

Pub Date Oct 69

Note—155p.

EDRS Price MF-\$0.75 HC-\$7.85

Descriptors—\*Accreditation (Institutions), College Administration, Curriculum, \*Junior Colleges, School Community Relationship

This document can serve as a model for other junior colleges applying for accreditation. The application includes detailed description of the operation of the college and of its relationship with the community. (MS)



**ED 035 401** JC 700 008

DeLeers, Vincent

**The Role of the Student Personnel Staff Before, During and After a Confrontation With the Institution by Students.**

Pub Date 69

Note—14p.; Paper presented at Illinois Association of Community Junior Colleges Administrators' Meeting, Danville, Illinois, October 16, 1969

**EDRS Price MF-\$0.25 HC-\$0.80**

Descriptors—\*Activism, \*Demonstrations (Civil),

\*Junior Colleges, \*Student Personnel Services

Any college, however liberal, is liable to face some sort of protest and should prepare for it. The student personnel staff should know what to do before, during, and after the incident. Early preparations include creating a climate of trust between college and students. The latter must feel that their concerns are taken seriously and their rights supported and must, in turn, respect the college's authority and right to protect itself as an institution. This intercommunication must go on formally and through constant student/staff contact (a special responsibility of the student personnel staff). The preparations must anticipate likely situations and specify official responses. When a protest is imminent, the dean should repeat the college's published limits, discover the issues and their degree of validity, and act as liaison with officials who have real power to act on any promised concessions. If these actions do not stop the riot, further talks must be arranged, even for "non-negotiable" demands. If it still continues, the college must get rid of the dissenters or close down. Whether and when to call in the police and the press will have been among the early decisions. During the incident, the dean in person must issue warnings, define penalties, and collect offenders' names—without involving other staff members and severing their links with the students. The protest should later be analyzed less to neutralize its effects than to discover reasonable and/or needed changes. (HH)

**ED 035 402** JC 700 009

Blai, Boris, Jr.

**[Studies Related to Grades and Grading Practices at Harcum Junior College.]**

Harcum Junior Coll., Bryn Mawr, Pa.

Pub Date 69

Note—18p.

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—\*Academic Achievement, \*Grading, \*Junior Colleges

The faculty's grading practices at Harcum Junior College were determined by questionnaires in 1967 and in 1969. Recommendations for changing the grading procedure were invited. Little change was noted from 1967 and 1969. In the recent study, however, fewer faculty members assigned grades on the basis of class curves alone; more were using a combination of curve, numbers, and letters; and more faculty members required assigned papers as part of the grade. In 1969, an analysis of student mid-term progress reports was made, to see whether particular groups or courses were associated with poor academic progress. Results showed that 22% of the students received one or more F, and that residents received F's more often than day students. Certain courses and programs had a large percentage of failures. In 1969 an evaluation of the performance of "academic risk" students was made. It was concluded that their level of achievement (over 50% earning 2.0 or better) was high enough to warrant further inclusion of such students in the freshman class. [Not available in hard copy due to marginal legibility of original document.] (MS)

**ED 035 403** JC 700 010

Baird, Leonard L.

**Patterns of Educational Aspiration.**

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.—ACT-RR-32

Pub Date Dec 69

Note—23p.

**EDRS Price MF-\$0.25 HC-\$1.25**

Descriptors—\*Aspiration, \*Goal Orientation, \*Junior Colleges, \*Predictive Measurement, \*Testing

Some college freshman goals are realistic and some not but they are important both developmentally and socially. The adolescent need of a

purpose to guide his behavior serves to continue the interests and values that were rewarding in the past and will help him organize his learning in college. Chances for attainment of his goals are enhanced when they are consistent with his talents and resources. If they are not, his frustration and disappointment cause him to "cool out," drop out, or be unhappy. Of two studies of students whose degree aspirations were discrepant with ability or income, the first concerned degree goals either notably lower or unrealistically higher than others with the same measured aptitude, and the second was of those whose family income was inappropriate to their degree goals. Both subgroups were compared with students with more realistic goals, using the demographic and educational data provided in the Student Profile Section of the ACT Battery. Generally the subgroups' characteristics were similar to other students' except in degree of non-academic achievement. From these findings, aspiration appears an important predictor in its own right, being based to some extent on the experience of success in high school. Academic and extracurricular accomplishments both have a notable impact on aspiration, the latter often being a primary area of satisfaction and therefore having a strong effect on the conception of self and ability. (HH)

**ED 035 404** JC 700 012**The Two-Year College and Its Students: An Empirical Report.**

American Coll. Testing Program, Iowa City,

Iowa. Research and Development Div.

Report No.—Monograph-2

Pub Date 69

Note—152p.

Available from—ACT Publications, P. O. Box

168, Iowa City, Iowa 52240 (\$3.00)

**EDRS Price MF-\$0.75 HC-\$7.70**

Descriptors—\*College Environment, \*Junior Colleges, \*Predictive Validity, \*Student Characteristics, \*Testing

The junior college is examined from three aspects: institutional characteristics, student characteristics, and prediction of student academic success. Each of these topics is documented by several research articles. Measures of 36 college characteristics were intercorrelated for 581 junior colleges, and the geographical distribution of characteristics is discussed. The experiences and achievements of junior college graduates from 29 colleges showed that the majority planned to transfer to a 4-year college, worked for part of their two years at college, commuted to campus, and were generally satisfied with their college. For 102 colleges, student characteristics were correlated with characteristics of the college environment. High school seniors planning vocational education were compared with those planning to go to college and with those having no educational plans. The academic potential and college grades of junior college freshmen were compared with those of freshmen in 4-year colleges. The predictive validity of ACT (American College Testing) data for junior colleges is reported. Transfer and terminal junior college students were compared with respect to college grades, high school grades, and ACT scores. (MS)

**ED 035 405** JC 700 013

Thiemann, Francis C., Ed. Mowat, Gordon L., Ed.

**Report of the Hearing by the Canadian Commission for the Community College.**

Alberta Univ., Edmonton. Dept. of Educational Administration; Canadian Commission for the Community Coll., Toronto.

Pub Date Oct 69

Note—45p.; Papers presented at Hearing of the Canadian Commission for the Community College, Edmonton, Alberta, October 1969

Available from—Department of Educational Administration, University of Alberta, Edmonton, Alberta (\$2.00)

**EDRS Price MF-\$0.25 HC-\$2.35**

Descriptors—Community Colleges, \*Educational Finance, \*Educational Philosophy, \*Junior Colleges, \*Problems, \*School Community Relationship

Identifiers—\*Canada

The text of four papers read at the hearing of the Canadian Commission for the Community College, October 1969, are included in this report. Each paper is preceded by a short abstract,

and the papers review the following topics: (1) the role of the community college in meeting community needs; (2) the philosophy and function of the community college and its relationship to other educational institutions; (3) systems of community college finance, with a critical look at grant systems; and (4) a definition of the community college, with a listing of the major problems and issues in the areas of philosophy, staff, students, programs, accreditation and articulation, governance, finance, and the future. (MC)

**ED 035 406**

JC 700 014

Heinemann, Harry N. Sussna, Edward

**Criteria for Public Investment in the Two-Year College: A Program Budgeting Approach.**

Pub Date [69]

Note—26p.

**EDRS Price MF-\$0.25 HC-\$1.40**

Descriptors—\*Cost Effectiveness, \*Income, \*Junior Colleges, \*Labor Force

Junior colleges are organized and controlled in three ways: by the county, by the public school district, or by the state. Little or no tuition, location within commuting distance, and an "open door" admissions policy means that many students can continue their education beyond high school. Further expansion of junior colleges will require allocation of substantial public funds. Benefit/cost analysis is one approach that can be used to facilitate decisions on the commitment of public funds. This study presents a benefit/cost analysis of a large, representative junior college. Enrollment figures and annual costs and benefits are given. Costs are estimated over 20 years, benefits over 40 years. The economic value of a junior college education is discussed in terms of wages earned by graduates and in qualitative terms. In view of the special characteristics of the junior college student body—such as lower income and a higher percentage of non-whites—completion of the 2-year program may lead to greater secondary benefits for the students and the community. (MS)

**ED 035 407**

JC 700 016

Birkholz, John R.

**A Faculty Internship Program for William Rainey Harper College.**

Harper College.

Pub Date Aug 69

Note—108p.

**EDRS Price MF-\$0.50 HC-\$5.50**

Descriptors—\*Business Education Teachers, \*Internship Programs, \*Junior Colleges, \*Teacher Education

Identifiers—Illinois

A systematic internship program for teachers is essential in maintaining high quality instruction in the junior college. This study investigates the need for junior college teachers and the type of preparation they require. It also covers existing college internship plans and the type of education desired for junior college teachers of business in Illinois. The purpose of the study was to develop an internship plan for William Rainey Harper College. A two-part program was developed. The intern first takes a course relating to the junior college and business education. In this course he forms an outline for the course he will teach during the second part of his internship. The intern must also attend weekly seminars on the problems of interns and the philosophy and problems of the junior college. Upon completion of this program, the intern is expected to have developed satisfactory instructional objectives in course design as well as skill in selection and utilization of instructional materials. (MS)

**ED 035 408**

JC 700 017

Boyer, Marcia

**Teacher Evaluation: Toward Improving Instruction.**

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Jan 70

Note—4p.

Journal Cit.—Junior College Research Review; v4 n5 Jan 1970

**EDRS Price MF-\$0.25 HC-\$0.30**

Descriptors—Effective Teaching, \*Instructional Improvement, \*Junior Colleges, \*Teacher Evaluation

This review of documents on junior college teacher evaluation is concerned with guidelines and principles for evaluation, criteria for judging



instructor effectiveness, selection of suitable evaluators, and the administration of effective methods of evaluation. Three approaches to instructor evaluation are considered: student evaluation by opinionnaire, instructor self-appraisal, and team evaluation involving both instructor and administrator. The third technique, basing evaluation on student attainment of learning objectives, is most directly relevant to the purpose of evaluation, which is to improve instruction. (MS)

ED 035 409 JC 700 018

Smith, Lawrence G.  
Non-Punitive Grading in California Junior Colleges.

Pub Date 69

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—\*Academic Failure, \*Grading, \*Junior Colleges

Deans of Instruction or Presidents of 94 junior colleges were asked what percentage of their faculty used a non-punitive A, B, C, W (withdraw) grading system, with no failing or F grade. The data shows a growing interest in such grading practices. There are three main arguments in favor of non-punitive grading: (1) an F grade is a double penalty, requiring better-than-average grades to counterbalance it; (2) fear of an F may impair the performance of anxiety-prone students; (3) A-F grading systems discourage experimentation outside of one's major field. Arguments against the non-punitive grading system are that (1) a potential F grade is an incentive to do better work; (2) failure occurs in life and it is unrealistic to exclude it from the academic world; (3) F or D grades that result in students' dismissal open up space for more qualified students. It is felt that this last reason is the most valid. In view of limited educational resources, it is suggested that schools have a dismissal policy based on some number of withdrawal grades. (MS)

ED 035 410 JC 700 019

Project Follow-Through: Progress Report II.

Orange Coast Junior Coll. District, Costa Mesa, Calif.

Pub Date Nov 69

Note—157p.

EDRS Price MF-\$0.75 HC-\$7.95

Descriptors—\*Data Collection, \*Followup Studies, \*Junior Colleges, \*Longitudinal Studies, \*Student Characteristics

This is the second progress report on an information storage and retrieval system that will gather data from junior college students while they are enrolled and after they leave college. Problems that have been encountered are discussed, and the general system procedure is documented with program descriptions. The first progress report of this project is document number ED 027 007. (MS)

ED 035 411 JC 700 021

Carman, Robert A.

Systems Analysis of a Learning Resources Center.

Pub Date Dec 69

Note—28p.; Seminar paper

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—\*Academic Failure, \*Instructional Materials Centers, \*Junior Colleges, Low Ability Students

This paper examines the needs of the failure-oriented junior college student, presents the learning resources center as a major tool in junior college instruction, and develops a systems approach to the design of a comprehensive learning resources center. Since junior colleges accept a full range of students, including many of low ability, conventional teaching methods are not adequate. Teaching the junior college student requires special attention to motivation, guidance, basic skills, instructional support, and instructional design. The learning resources center can help to meet these needs by providing an integrated facility where the student can develop needed skills, a positive attitude towards learning, and the ability to use the counseling resources provided by the college. Also it can provide the administration with information on the characteristics of the students served. The components of the learning resources center and their integration into a unified system are described. (MS)

ED 035 412

JC 700 022

Scott, David C.

Balance of Staff by Junior College Recruiters.

Pub Date Dec 69

Note—29p.; Seminar paper

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—College Administration, \*Faculty Recruitment, \*Junior Colleges, Teacher Characteristics

Identifiers—California

This study concerns two questions regarding staff recruitment and balancing in junior colleges: (1) should college administrators attempt to balance staff in terms of marital status, religion, age, politics, etc.; and (2) do they achieve the balance they are seeking. Administrators involved in faculty recruitment in the Kern Joint Junior College District were interviewed, and all faculty members in the district answered a questionnaire regarding their perceptions on why they were hired. Responses showed that Kern administrators attempted to hire faculty mainly on the basis of academic and educational skill. However, there were some preferences for younger people with innovative ideas. Although no deliberate effort was made, a balance of personal factors was achieved. The majority of both faculty and recruiting administrators perceived the same hiring criteria. (MS)

ED 035 413

JC 700 023

Hernandez, John Paul

What Can I Do? An Alternative to Confrontation:

The Bakersfield College Tutorial Project.

Pub Date 69

Note—40p.; Seminar paper

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Disadvantaged Youth, \*Junior Colleges, \*Minority Group Children, \*Tutorial Programs

The Bakersfield College student tutorial project is described and evaluated. Starting in 1965, college students tutored disadvantaged (minority group) elementary and junior high school students after school. Students were tutored in English, reading, math, the Constitution, and other areas. The program included field trips. An evaluation of the 1968-69 phase of the tutorial project was drawn from questionnaires completed by the 39 tutors and from the tutors' journals. It was concluded that the tutorial project was extremely valuable for both tutors and tutees. The program could be strengthened by recruiting more minority group tutors and by pre-tutorial orientation. The program could be expanded to include other community services (juvenile hall, mental hospitals, etc.). [Not available in hard copy due to marginal legibility of original document.] (MS)

ED 035 414

JC 700 030

Goldman, Leroy H.

A New Approach to Community Services Through Community Involvement.

Pub Date 69

Note—29p.; Seminar paper

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Community Involvement, \*Community Service Programs, \*Community Services, \*Junior Colleges

Community service programs in the junior college, a relatively new area of interest and attention, are growing rapidly and are expanding. One area that has not received much emphasis concerns community involvement in the institution. The author presents an overview of existing community service programs, in addition to interviews conducted at seven California junior colleges regarding community services and community involvement. There was an attempt to explore a method of community involvement that can be used as a model at other institutions. The Educational Participation in Communities (EPIC) program at Los Angeles City College, California, is reviewed in detail. A student volunteer program designed to involve students in the solution of urban problems, this is an outgrowth of a desire of students, faculty, and individuals from the community who are interested in a genuine, positive program of community involvement to aid young people from less privileged homes. [Not available in hard copy due to marginal legibility of original document.] (MC)

ED 035 415

JC 700 032

Quimby, Edgar A. And Others

Curriculum.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Feb 70

Note—16p.

Journal Cit—Junior College Research Review; v4 n6 Feb 1970

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—\*African American Studies, \*Curriculum Development, \*Curriculum Planning, \*Instructional Staff, \*Junior Colleges, Teaching Methods, Urban Schools

The literature in five curriculum-related areas is reviewed. The first article stresses the need for rational curriculum planning in the junior college. To meet this need, curriculum decision-makers must arrive at educational objectives that will lead to the achievement of intended learning and the attainment of institutional purposes. The second article reviews the report of a project which showed that a composite of instructional procedures resulted in decreased student attrition and greater achievement. The third article concerns black studies in the junior college. It is generally agreed that courses in black studies should be introduced and more black instructors should be employed. There are serious conflicts between black activists and educators regarding the staffing, content, and purpose of the courses. The fourth article presents a staffing rationale for curriculum development in the junior college. The functions of course coordinator and program coordinator are outlined. The last article discusses intercampus curriculum coordination in an urban community college system. The problems of preserving individual rights within a large bureaucracy are discussed. (MS)

ED 035 416

JC 700 033

O'Connor, Edward F., Jr. Justiz, Thomas B.

Identifying the Effective Instructor.

California Univ., Los Angeles. ERIC

Clearinghouse for Junior Coll. Information.

Report No—Topical Pap-9

Pub Date Jan 70

Note—34p.

EDRS Price MF-\$0.25 HC-\$1.80

Descriptors—\*Effective Teaching, \*Junior Colleges, \*Teacher Evaluation, \*Testing

A 1968 study by Justiz developed the first reliable measure of general teaching ability at the secondary level. This paper describes the application of that measure to junior college instructors. When the teacher's subject knowledge and his students' ability levels are held constant, teaching ability may be measured by testing the students for the skills specified by the instructor's educational objectives. The procedure for conducting the study is presented in detailed form so that it may be utilized by researchers in other junior colleges. All test and questionnaire forms used in the study are reproduced. (MS)

ED 035 417

JC 700 034

Hall, Budd L.

The Junior College in International Perspective.

California Univ., Los Angeles. ERIC

Clearinghouse for Junior Coll. Information.

Report No—Topical Pap-8

Pub Date Jan 70

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—Economic Factors, \*Educational Needs, \*Foreign Countries, \*Junior Colleges, \*Manpower Needs

The concept of the junior college is spreading rapidly throughout the world. Statistics show that educational development is positively correlated with economic development, yet educational systems often have not kept pace with technological, social, and economic developments since World War II. Junior colleges, with their flexibility of function, may be able to provide the necessary increase in educational opportunities in order to increase the middle-level manpower. Australia has recently opened several Colleges of Advanced Education to provide non-university tertiary education. Canada has junior colleges in six provinces. Great Britain has technical colleges giving occupational preparation, and sixth-form colleges giving two years of university preparation. In Japan, most junior colleges are private

women's colleges. Junior university colleges in Ceylon are designed to educate students who cannot get into universities. Chile was the first Latin American nation to use junior colleges to train technical manpower. Colombia also has a developing junior college system. There are plans for the establishment of a junior college system in Kenya. Many nations have not initiated the junior college, possibly because it is not appropriate to their present stage of development. (MS)

ED 035 418 24 JC 700 035

Anderson, Kenneth E. Michal, Robert D.  
Inventory of Certain Characteristics and Opinions  
of Kansas Community Junior College Students.  
Final Report.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research.

Bureau No.—BR-9-F-005

Pub Date Dec 69

Grant—OEG-6-9-009005-0054(010)

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—\*Academic Aspiration, College  
Choice, College Environment, Counseling Ef-  
fectiveness, \*Junior Colleges, \*Occupational  
Aspiration, Self Evaluation, \*Socioeconomic  
Background, \*Student Characteristics

Identifiers—\*Kansas

The purpose of this study was to obtain norma-  
tive data on Kansas junior college students rela-  
tive to the following areas: (1) socioeconomic  
background; (2) occupational and educational  
aspirations; (3) appraisal of counseling and  
guidance received; (4) self-evaluation of traits  
and abilities; (5) evaluation of the college cli-  
mate; and (6) factors influencing college at-  
tendance. The instrument used to obtain the  
above data was the 157-item Inquiry to Kansas  
Community Junior College Students, designed to  
obtain data for both immediate information, and  
longitudinal research. Norms reported in this  
study are based on 7,734 responses, representing  
73.5 percent of all students enrolled in Kansas ju-  
nior colleges in the fall of 1968. The findings are  
presented in tabular form without discussion,  
each of the 157 items presented with the percent-  
age of males, females, and total students respond-  
ing to each choice of each item. The profile as  
provided is intended for use by faculties, stu-  
dents, administrators, boards of trustees, and  
government officials involved with the Kansas  
Community Junior Colleges. As most of the  
respondents intend to transfer to four-year col-  
leges and universities, the data will be used in fu-  
ture research in an attempt to characterize the  
successful junior-college transfer student.  
(Authors/MC)

ED 035 419 JC 700 040

Dyste, Ron

The Student Counseling Program: Criticism and  
Analysis.

Pub Date Apr 69

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors—\*Counseling Programs, \*Disad-  
vantaged Youth, \*Junior Colleges, Minority  
Groups, \*Paraprofessional School Personnel,  
\*Peer Relationship

In the spring of 1968, Los Angeles City College  
inaugurated a program designed to test the effica-  
cy of peer counseling for students from low in-  
come families of minority ethnic background. The  
first 11 months of the program's operation are  
reviewed in this paper which is written by one  
of the original 29 students hired as counseling  
assistants. Emphasis is on the internal develop-  
ment of the program and the problems encoun-  
tered as the students who were involved or-  
ganized their efforts toward accomplishing goals—  
which the author found easier to state than to  
realize. The effects of student power, salary, and  
idealism as motivating forces behind the program  
are discussed in detail, and possibilities for im-  
proving the program are included. See also ED  
032 045. (Author/MC)

ED 035 420 LI 001 681

Zachert, Martha Jane, Ed.

Library History Seminar No. 3, Proceedings,  
1968.

Florida State Univ., Tallahassee. Library School.

Pub Date 68

Note—213p.

Available from—Journal of Library History,  
School of Library Science, Florida State  
University, Tallahassee, Florida 32306 (\$7.00)

#### Document Not Available from EDRS.

Descriptors—Conference Reports, Education,  
Federal Government, \*Government Role,  
\*Historical Reviews, Humanism, \*Libraries,  
Library Associations, Professional Associations,  
Publishing Industry

Included in this book are 12 papers: (1) "The  
Newberry Library: A Research Opportunity in  
Library History," by Lawrence W. Towner; (2)  
"Society's Contradictions and the Library: Notes  
on Some Negative Effects of Humanism," by Sid-  
ney L. Jackson; (3) "The Acquisition of the Van  
Ess Library by Union Theological Seminary in the  
City of New York," by Thomas P. Slavens; (4)  
"James Bertram and Alvin S. Johnson: Two  
Important But Little-Known Figures in Library  
History," by George S. Bobinski; (5) "George  
Whitefield's Bethesda: The Orphanage, The Col-  
lege and the Library," by Robert V. Williams; (6)  
"The Book Company of Durham," by William J.  
Van Bynum; (7) "The United States Bureau of  
Education: Its Role in Library History, 1876," by  
Clark A. Elliott; (8) "The Library Services  
Branch of the U.S. Office of Education: Its Cre-  
ation, Growth, and Transformation," by Robert J.  
Havlik; (9) "Tom Brown's Library at Rugby," by  
David Kaser; (10) "Best Foot Forward:  
Representation of American Librarianship at  
World's Fairs, 1853-1904," by Budd L. Gambee;  
(11) "The International Publisher's Association;  
History of a Trade Organization, 1866-1962," by  
Robert C. Miller; (12) "The Summation," by  
Louis Shores. (JM)

ED 035 421 52 LI 001 825

Hamburg, Morris And Others

A Systems Analysis of the Library and Informa-  
tion Science Statistical Data System: The  
Preliminary Study. Interim Report.

Pennsylvania Univ., Philadelphia.

Spons Agency—Office of Education (DHEW),  
Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0802

Pub Date Jul 69

Grant—OEG-6-9-080802-4687(095)

Note—55p.

EDRS Price MF-\$0.25 HC-\$2.85

Descriptors—Administration, \*Information  
Science, \*Information Systems, \*Libraries,  
Library Research, Models, Research Design,  
\*Statistical Data, Systems Analysis, \*Systems  
Development

The long-term goal of this investigation is to  
design and establish a national model for a  
system of library statistical data. This is a report  
on The Preliminary Study which was carried out  
over an 11-month period ending May, 1969. The  
objective of The Preliminary Study was to design  
and delimit The Research Investigation in the  
most efficient and meaningful way. The Prelimi-  
nary Study concentrated on (1) the background  
research required to determine the nature and  
relevance of previous and ongoing research in  
this field and (2) the design of The Research In-  
vestigation. The Preliminary Study included a  
literature search and intensive review of relevant  
research, interviews with a wide variety of librari-  
ans, officials of library associations, government  
officials, and university researchers, and other ac-  
tivities relevant to the construction of the design  
of The Research Investigation. This final report  
primarily consists of a proposal for The Research  
Investigation and a summary of a background  
study on "Statistical Measures Required for  
Library Managerial Decision Making Under a  
Planning-Programming-Budgeting-System  
(PPBS)." This background study was a masters  
thesis by Jerome Ackerman (University of  
Pennsylvania), partially supported under the  
grant for The Preliminary Investigation. Ap-  
pended are a 101-item bibliography and library  
benefit-cost management model. (Author/JB)

ED 035 422 LI 001 826

Monroe, Elizabeth Jean Pings, Vern M.

Interlibrary Loan Requests for Biomedical Litera-  
ture Originating from Kentucky, Ohio and  
Michigan Institutions. Papers and Reports, No.  
1.

Kentucky, Ohio, Michigan Regional Medical  
Library, Detroit, Mich.

Spons Agency—National Library of Medicine,  
Bethesda, Md.

Pub Date Feb 69

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—Hospitals, \*Interlibrary Loans,  
\*Library Circulation, Library Collections,

Library Cooperation, \*Library Networks,  
Library Services, \*Medical Libraries, \*Regional  
Libraries

Identifiers—\*Kentucky, Ohio, Michigan Regional  
Medical Library, KOMRML

The first step in the services to be developed  
by the Kentucky, Ohio, Michigan Regional Medi-  
cal Library (KOMRML), established under the  
Medical Library Assistance Act of 1965, is that  
of improving the document delivery service now  
provided by the 10 biomedical resource libraries  
which make up KOMRML. The study reported  
here was undertaken to determine (1) what inter-  
library loan (ILL) services are now provided by  
participating libraries, (2) if changes in existing  
services will result with the establishment of ser-  
vice areas, and (3) what part of the National  
Library of Medicine's (NLM) ILL service can be  
taken over by KOMRML. All interlibrary loan  
requests received by participating libraries and  
NLM (except those received by TWX) were  
analyzed. The results of this study point to two  
main considerations for those administering  
KOMRML. (1) The proposed referral network  
may or may not be a more efficient system than  
the existing laissez-faire one; the social value of  
the KOMRML document delivery system will  
have to be judged on its cost effectiveness in  
delivering documents dependably. The heavy  
users of ILL service in Kentucky, Ohio and  
Michigan are hospitals; equal access to the library  
resources to all hospitals would appear to be of  
prime concern to KOMRML. (Author/JB)

ED 035 423 LI 001 827

Pings, Vern M.

Monitoring and Measuring Document Delivery  
Service. Papers and Reports, No. 2.

Kentucky, Ohio, Michigan Regional Medical  
Library, Detroit, Mich.

Spons Agency—National Library of Medicine,  
Bethesda, Md.

Pub Date Feb 69

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Cost Effectiveness, Costs, Data  
Analysis, \*Interlibrary Loans, Library Circu-  
lation, Library Networks, \*Library Programs,  
Library Services, \*Medical Libraries, \*Opera-  
tions Research, \*Program Evaluation, Regional  
Libraries, Time, Use Studies

Identifiers—\*Regional Medical Library, RML

The service receiving first priority in the new  
regional medical library (RML) program is that  
of document delivery. Since this is a federally  
sponsored program, monitoring devices must be  
established to determine if the program is accom-  
plishing the aim of improving access to medical  
information. In this paper, two perspectives are  
used on which to base a design for measurement  
of document delivery services and on which to  
base performance standards: (1) the cost to the  
user of this service, and (2) the efficiency of the  
procedures. One overriding factor governs the  
design for measurement: a more precise defini-  
tion of what variables are to be included with dif-  
ferent measurements is necessary before any  
realistic performance standards can be  
established. Three sources of data are suggested:  
(1) the records generated in making requests, (2)  
the user time involved, and (3) the operational  
procedures in providing the service. Four priori-  
ties for analyzing this data are then suggested: (1)  
determining who uses the service, (2) analyzing  
reasons for unfilled requests, (3) collecting and  
analyzing data on request and loan processing  
time, and (4) establishing the actual user real  
time cost in using the service for different en-  
vironments. (Author/JB)

ED 035 424 LI 001 828

Pings, Vern M.

Kentucky, Ohio, Michigan Regional Medical  
Library Program: A Discussion of Its Forma-  
tion. Papers and Reports, No. 3.

Kentucky, Ohio, Michigan Regional Medical  
Library, Detroit, Mich.

Spons Agency—National Library of Medicine,  
Bethesda, Md.

Pub Date Apr 69

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—\*Federal Programs, Health Person-  
nel, Information Dissemination, Interlibrary  
Loans, Library Cooperation, \*Library Net-  
works, Library Planning, \*Library Programs,  
\*Medical Libraries, \*Program Development,  
Regional Libraries



**Identifiers—**\*Kentucky Ohio Michigan Regional Medical Library, KOMRML

The Regional Medical Library (RML) is a federal program created to aid in the equalization of access to information for the health professionals of the nation. The purpose of this paper is to relate the sequence of events in the establishment of the Kentucky, Ohio, Michigan Regional Medical Library (KOMRML) and how they influence the present program. This paper is to serve as a basis for judging the adequacy of the planning for KOMRML, as well as a basis for evaluating the quality of the program at some future date. KOMRML is an administrative agency formed by an agreement among 10 academic institutions, Wayne State University, Michigan State University, University of Detroit, University of Michigan, Cleveland Health Sciences Library, Medical College of Ohio at Toledo, Ohio State University, University of Cincinnati, University of Louisville, and University of Kentucky. The events and decisions are summarized into three areas: (1) the organizational developments, that is, the interinstitutional meetings and the action resulting from these meetings; (2) the factors involved in making the decisions to produce the proposed program of KOMRML; and (3) the organizational structure and procedures that have been adopted to make KOMRML operational. (Author/JB)

ED 035 425

LI 001 829

Malin, Joyce E. Pings, Vern M.

**Availability of Library Service to Osteopathic Physicians in Southeastern Michigan.**

Wayne State Univ., Detroit, Mich. Library and Biomedical Information Center.

Spons Agency—National Library of Medicine, Bethesda, Md.

Report No.—Report No. 43

Pub Date May 68

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

**Descriptors—**Hospitals, \*Information Needs, \*Interlibrary Loans, \*Library Services, \*Medical Libraries, \*Medical Research, \*Physicians

**Identifiers—**\*Michigan

This report covers the availability of library service to osteopathic physicians of Detroit and the surrounding area. The appointments of 813 osteopathic physicians were identified from the staff lists of 16 hospitals in southeastern Michigan. A staff physician was identified as having library service if the hospital in which he has an appointment has library staff which makes it possible to have a dependable interlibrary loan service. Since only three hospitals have such an administrative unit, less than 40% of the physicians can be said to have access to the library resources of the community. Because of the number of appointments each physician has and because of the distance between the hospitals and his office any attempt to develop other than a library access service in each hospital can accomplish little in making the scholarly record available to the practicing physician. Further, because of the commitment of many of the survey hospitals to medical education, improved library service appears almost mandatory. (Author/JB)

ED 035 426

LI 001 830

Craig, Barbara

**An Evaluation of Hospital Library Service to Physicians in Essex County.**

Wayne State Univ., Detroit, Mich. Library and Biomedical Information Center.

Spons Agency—National Library of Medicine, Bethesda, Md.

Report No.—Report No. 44

Pub Date Jun 68

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

**Descriptors—**Evaluation, Interlibrary Loans, \*Library Collections, \*Library Services, \*Library Standards, \*Medical Libraries, \*Medical Research, Periodicals, \*Physicians

**Identifiers—**\*Essex County, Ontario

This study was conducted to determine to what degree medical literature is accessible and available to physicians in Essex County (Ontario). There are no medical schools in Essex County and the biomedical collections maintained by the six hospitals in the County and the Essex County Medical Association represent the only access in the County to medical literature. The approach used to determine the quality of library service was to compare existing services and conditions with printed standards for hospital libraries. A

questionnaire dealing with personnel, physical facilities and collections was sent to each of the six hospitals, and the investigator visited five of the Essex County hospitals. The data received from each of the hospitals were then compared with recommended standards for hospital libraries as prepared by the American Library Association in 1953. The basic conclusion of this investigation was that the majority of physicians do not have access to the total array of medical literature through the provision of interlibrary loan service, nor are there adequate basic collections immediately available to physicians in Essex County. This report was submitted in partial fulfillment of the requirements for the degree of Master of Science in Library Science (Wayne State University). (Author/JB)

ED 035 427

LI 001 831

McNamara, Mary E.

**Availability of Bibliographic Information. II. Titles for the Medical School Library.**

Wayne State Univ., Detroit, Mich. Library and Biomedical Information Center.

Spons Agency—National Library of Medicine, Bethesda, Md.

Report No.—Report No. 45

Pub Date Sep 68

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

**Descriptors—**\*Bibliographic Citations, \*Booklists, \*Cataloging, Indexes (Locators), Information Retrieval, Library Acquisition, \*Medical Libraries, \*Medical Research, Publications, \*Time

**Identifiers—**Library of Congress, National Library of Medicine, \*Wayne State Medical Library

For a 120 day search period 209 titles representing the acquisitions of a medical school library and 55 selected from this total suitable for a hospital library were studied in relation to the availability of bibliographic information from the two major sources, National Library of Medicine (NLM) and Library of Congress (LC). Data were compared for, (1) titles for which information was available the day the book was received at Wayne State University Medical Library (WSUML), (2) titles for which information was available only after the book was received and (3) the availability pattern which developed during the search period. In addition, the WSUML monthly acquisitions list was judged for its usefulness to the community as far as speed was concerned. The study showed that, (1) LC consistently publishes bibliographic information earlier than NLM—two months earlier in the case of the 209 sample and one month earlier for the 55 sample, (2) the decision to use either LC or NLM as the principal source can be based largely on the number of titles to be cataloged at the end of the search period, (3) a new factor—that of the cost of searching and of typing cards as opposed to the purchase of printed cards—becomes important and (4) the alerting service of WSUML compares favorably with that of "Current Catalog." (Author/JB)

ED 035 428

LI 001 832

Angold, Linda

**Cost and Time Analysis of Monograph Cataloging in Hospital Libraries: A Preliminary Study.**

Wayne State Univ., Detroit, Mich. Library and Biomedical Information Center.

Spons Agency—National Library of Medicine, Bethesda, Md.

Report No.—Report No. 51

Pub Date Jun 69

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

**Descriptors—**Bibliographic Citations, \*Cataloging, Classification, Comparative Analysis, \*Cost Effectiveness, Indexes (Locators), \*Medical Libraries, Operations Research, Subject Index Terms, \*Task Analysis, \*Time

**Identifiers—**\*Library of Congress, National Library of Medicine

The purpose of this paper is: (1) to propose models to be used in evaluating relative time and cost factors involved in monograph cataloging within a hospital library, and (2) to test the models by performing a cost and time analysis of each cataloging method studied. To establish as complete a list of cataloging work units as possible, several hospital catalogers in the Detroit area were interviewed to learn the pattern of steps they follow. A check-list of cataloging work was then prepared to test the following possible approaches to cataloging: (1) original cataloging,

using either Library of Congress (LC) or National Library of Medicine (NLM) systems, (2) cataloging with LC cards, (3) cataloging with LC cards, but utilizing NLM subject headings, (4) cataloging with LC proofcopy, and (5) cataloging from NLM bibliographic information. Data for the cost-time analysis was collected during March of 1969 at the Wayne State University School of Medicine Library (WSUML). Fifty titles considered suitable for a hospital library were cataloged using each of the above approaches. The different cataloging methods measured are discussed in relation to the hospital library situation. For each method there is a table listing the time and cost values for every work unit with alternatives available within each method. (Author/JB)

ED 035 429

LI 001 833

Schleg, Marilyn C. Pings, Vern M.

**The Use of Hospital Health Science Libraries; A Methodological Study.**

Wayne State Univ., Detroit, Mich. Library and Biomedical Information Center.

Spons Agency—National Library of Medicine, Bethesda, Md.

Report No.—Report No. 52

Pub Date Oct 69

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

**Descriptors—**\*Data Analysis, Evaluation, Hospitals, Library Facilities, \*Library Research, \*Medical Libraries, \*Research Methodology, \*Use Studies

The purpose of this study was to develop and evaluate a method to provide facts about the clientele and use of one type of health science library, the hospital medical library. The method was tested in two hospital libraries, Harper Hospital, Detroit, and Hurley Hospital, Flint. The study was divided into four levels of data collecting and evaluation: (1) a census of all library patrons by category, (2) a division of the libraries into functional units based on areas of service, (3) a survey of use of library facilities which involved the observation of library users, and (4) a summation and evaluation of the data from the census and patron use surveys. It was concluded that this study demonstrates that the functions of the hospital medical library can be an object of study; and this method yields information about a hospital library in varying degrees of detail depending on which steps are carried out and the depth of the data analysis. It was also found that while the steps should be carried out in sequence, useful data are produced when only the first or second step is completed. (Author/JB)

ED 035 430

LI 001 834

Cruzat, Gwendolyn S.

**Relationships of Biomedical Information Services. Final Report.**

Wayne State Univ., Detroit, Mich. Library and Biomedical Information Center.

Spons Agency—National Library of Medicine, Bethesda, Md.

Report No.—Report No. 53

Pub Date Dec 69

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

**Descriptors—**Administrative Organization, Costs, \*Health Personnel, Information Needs, Interlibrary Loans, Library Cooperation, \*Library Networks, Library Programs, Library Reference Services, \*Library Services, \*Medical Libraries, \*Medical Research, Program Evaluation

**Identifiers—**\*Detroit Medical Library Group

This final report summarizes a study of the availability of library services for health professionals in Southeastern Michigan, begun in 1964 by the Wayne State University Medical Library, the Detroit Medical Library Group, the Wayne County Medical Society, and the Greater Detroit Hospital Community Council. Objectives of this investigation were to determine: (1) what groups of biomedical professionals had library service, and the extent of that service, (2) cost of minimal access service on a community basis, and (3) administrative mechanisms to improve and develop library networks. Study data were obtained from the institutions of the Detroit Medical Library Group by observation, interviews, and questionnaires. These data covered: (1) interlibrary loans, (2) reference services, (3) bibliographic controls and administrative mechanisms, and (4) the biomedical community. The resulting



studies primarily described the existing situations. Specific methodologies and conclusions on the basic areas covered are summarized in this report, and the four major contributions of this project are discussed. Reports of the separate studies are ED 032 890, ED 032 891, ED 032 892, LI 001 829, LI 001 830, LI 001 831, LI 001 832, LI 001 833, and LI 001 838. (JB)

ED 035 431 52 LI 001 836

Fasana, Paul J. And Others.

A Computer Based System for Reserve Activities in a University Library.

Kentucky, Ohio, Michigan Regional Medical Library, Detroit, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1129

Pub Date Sep 69

Grant—OEG-1-7-071129-5047

Note—109p.

EDRS Price MF-\$0.50 HC-\$5.55

Descriptors—\*Automation, Booklists, Classroom Materials, Computer Programs, Electronic Data Processing, \*Information Systems, Library Circulation, \*Library Collections, Library Services, \*Library Technical Processes, Textbooks, \*University Libraries

Identifiers—\*Columbia University Library System

After a detailed study of the reserve processing activities of the Columbia University Library System, it was decided that an attempt to design a reserve system which would make the fullest use of computers would be undertaken. This would be an integrated system developed over a period of time in a series of clearly defined phases. Three different phases were distinguished which could be developed in series or simultaneously, depending on such factors as operating software and hardware availability. After three years a fully tested system, called Reserves Processing has been developed for Phase One and implemented in two working environments. The Reserves Processing system accepts input in the form of brief bibliographic citations, inventory data and course information, creates a master machine stored reserve file, produces a variety of records to assist in the processing of reserve books, and prints a variety of lists to be used for reference purposes. All of these operations, except input, are done as off-line, batch-processed operations. Only input is done in an on-line mode. This report includes a general systems description intended for the non-technical reader as well as program and hardware specifications and intended for the technical reader. (Author/JB)

ED 035 432 52 LI 001 837

Dolby, J. L. And Others

The Cost of Maintaining and Updating Library Card Catalogs. Final Report.

R and D Consultants Co., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0292

Pub Date 27 May 69

Contract—OEC-9-8-00292-0107

Note—127p.; A related document is ED 022 517.

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors—\*Automation, Cataloging, \*Catalogs, \*Cost Effectiveness, Electronic Data Processing, Information Processing, \*Libraries, Library Collections, \*Library Technical Processes, Maintenance, Population Growth, Population Trends, Prediction, Publications

The main problem considered in this project is whether it will be possible for civilization to cope with the increasing quantities of archival information that must be stored in libraries, and if so, whether traditional methods of identification and access will prove adequate to the task. It is concluded that unless the storage, transmission, and retrieval of information in library archives is automated, there is no hope of keeping pace with the exponential growth of libraries. Part I explores the problem of determining the relationship of library growth to the growth of those components of civilization that support and use libraries. Part II analyzes cost factors in maintaining and updating card catalogs. It was found that simple situations do not require automation, but that complex ones, which appear unavoidable for most large libraries, demand automation on economic as well as on access grounds. (Author/JB)

ED 035 433 LI 001 838

Williams, James F., II Pings, Vern M.

A Study of the Access to the Scholarly Record From a Hospital Health Science Core Collection.

Wayne State Univ., Detroit, Mich. Library and Biomedical Information Center.

Spons Agency—National Library of Medicine, Bethesda, Md.

Report No—Report No. 54

Pub Date Jan 70

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Abstracts, Administration, \*Bibliographic Citations, Cost Effectiveness, Data Analysis, \*Indexes (Locators), Interlibrary Loans, Library Collections, Library Planning, \*Medical Libraries, \*Medical Research, \*Scholarly Journals

This study is an effort to determine possible service performance levels in hospital libraries, based on access to the scholarly record of medicine through selected lists of clinical journals and indexing and abstracting journals. Specific emphasis is placed on (1) the citation verification through the use of the index and abstract journals, (2) the costs of verification in terms of possible levels of performance, (3) the accessibility of information through these instruments, and (4) the means to begin to define part of the function of hospital health science libraries under present institutional constraints. This study was designed to test a methodology as well as to provide data for planning and management decisions for health science libraries and library materials. The citations in a sample generated from one quarter's production of a core set of journals suitable for a hospital health science library were verified in bibliographic tools and the data were analyzed through graphic means. Findings and conclusions cover the value of a core collection of journals, length of journal files, performance of certain bibliographic instruments in verifying citations for interlibrary loan service, and the implications of study data for library planning and management. (Author/JB)

ED 035 434 PS 001 620

Gooch, S. Pringle, M. L. Kellmer

Four Years On: A Follow-up Study at School Leaving Age of Children Formerly Attending a Traditional and a Progressive Junior School.

National Bureau for Co-operation in Child Care, London (England).

Report No—NBCCC-R-1

Pub Date Dec 65

Note—222p.

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—Academic Achievement, Adolescents, \*Comparative Analysis, Educational Innovation, \*Educational Research, Elementary School Students, Emotional Development, \*Foreign Countries, \*Instructional Programs, Intellectual Development, Longitudinal Studies, \*Projective Tests, Reading Achievement, Social Development, Teaching Methods

Identifiers—Cornwell IQ Test, Junior Schools, London England, Vernon Graded Arithmetic Test, WISC

Beginning in 1956 about 250 students in two London, England junior schools were intensively studied over a 4-year period for intellectual, educational, emotional, and social development. The schools approached instruction differently; one was child-oriented; the other was subject-oriented. In 1964 this followup study was conducted with some of the same students in the 1956 study who had gone into four secondary modern schools. The students selected for restudy had been of average or below-average reading ability in their junior school. Standardized tests and projective tasks were administered to these students. The measures were similar to those used in the 1956 study. Several questionnaires were completed. The student himself, an interviewer, a teacher, and his parents were informants. The followup data and the data from the 1956 study suggest that questions such as whether a child-centered or subject-centered approach achieve better results are so broad they are almost meaningless. The background and personality of the individual child are very important determinants of school achievement. The data also indicate that the projective tasks used in assessing the student's development are accurate. [Not available in hard copy due to marginal legibility of original document.] (WD)

ED 035 435 PS 002 158

Fleege, Virginia B. And Others

Montessori Index. Third Edition.

Midwest Montessori Teacher Training Center, Chicago, Ill.

Pub Date 69

Note—43p.

Available from—Virginia Fleege, 831 Fair Oaks, Oak Park, Illinois (\$7.00)

EDRS Price MF-\$0.25 HC-\$2.25

Descriptors—\*Booklists, \*Early Childhood Education, \*Educational Theories, \*Indexes (Locators)

Identifiers—\*Montessori Methods

This volume, the result of 2 years of work, is an index to 24 volumes on Montessori theory and practice. The books were read and analyzed a minimum of six times. Sixteen of the volumes are authored by Maria Montessori. (DR)

ED 035 436 PS 002 325

The Advantaged: A Preschool Program for the Disadvantaged.

Tusculum Public Schools, Ala.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date 69

Grant—OEG-3-7-703422-4368

Note—84p.

EDRS Price MF-\$0.50 HC-\$4.30

Descriptors—\*Compensatory Education Programs, \*Culturally Disadvantaged, Educational Objectives, Emotional Development, Health Services, Parent Participation, \*Preschool Programs, \*Program Descriptions, Resource Centers, Speech Instruction, Teaching Guides

Identifiers—Head Start

Objectives of this program are to provide health services, foster emotional development, plan for educational growth as a developmental and purposeful process, and encourage parent participation. Children receive medical and dental examinations and care. Social workers serve as liaisons between school, home, and community for recruitment and follow-up parent participation. A parent program includes a recruitment meeting, followed by semi-monthly meetings to explain and show video tapes of their children in the program. Parents are encouraged to reinforce learned skills at home. The physical activity program stresses basic skills at home. The physical activity program stresses basic motor skills and physical growth through structured activities. Medical examinations and speech screening identify speech problems and are a basis for determining a program suitable for each child. The school's resource center contains manipulative toys, play equipment, books, a professional library, and facilities for planning and training purposes. A nutritionist plans menus for breakfast, snack, and lunch at the center, and mealtime is considered learning experience. Appendixes include program goals, a teaching guide, evaluation records, a faculty schedule, and assistant teachers' duties. (DR)

ED 035 437 PS 002 539

Rimoldi, H. J. A.

On Cognizing Cognitive Processes.

Loyola Univ., Chicago, Ill. Psychometric Lab.

Pub Date 4 Oct 69

Note—31p.; Paper presented at the Erikson Institute Symposium, Loyola University Centennial, Chicago, Illinois, October 4, 1969

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—Age Differences, \*Cognitive Processes, Language Role, \*Logical Thinking, Mediation Theory, \*Problem Solving, Thought Processes

In this report on cognitive processes, a discussion of the rationale and assumptions used by investigators explains the experimental procedures. To determine actual cognitive problem-solving processes, (rather than inferring them from results), subjects in these studies were presented with a problem and allowed to ask a sequence of questions which the experimenter answered and recorded. The sequence of questions is called the subject's tactic and is identified by the number of questions, type of questions, and the temporal order of the questions. It is recognized that problems are built with a certain logical structure (intrinsic difficulty) and a certain language structure (extrinsic difficulty). An ideal tactic approximates the logical structure of the problem, has no order reversals, and is not redundant. Good tac-

ties are those which provide enough information to solve the problem. A system of numerical indices was developed for scoring tactics. Previous research using these instruments to investigate individual cognitive processes and the effects of language on these processes has revealed that concrete and verbal languages run through a larger variety of logical structures than do abstract symbolic languages. (MH)

**ED 035 438** PS 002 561  
Achenbach, Thomas M.

**"Conservation" Below Age Three: Fact or Artifact?**

American Psychological Association, Washington, D.C.

Spons Agency—National Inst. of Child Health and Human Development, Bethesda, Md.

Pub Date 69

Note—2p.; Paper is reprinted from the "Proceedings, 77th Annual Convention, APA, 1969," Division 7 which contains 30 pages, 16 presentations

Available from—American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036 (Division 7, \$1.50)

**Document Not Available from EDRS.**

Descriptors—\*Cognitive Development, \*Conservation (Concept), Learning Theories, Preschool Children

Identifiers—\*Replications

This study replicated a study by Mehler and Bever (1967) which had reported conservation observed in very young children between 2 years 4 months and 2 years 7 months old. Both Piaget (1968) and Bilen (1968) criticized the Mehler-Bever finding, claiming that true conservation had not been demonstrated. The investigator in the present study sought to determine whether the original study actually showed conservation or whether the results were artifacts of order and position factors superimposed on the chance level of 50% for the binary choice offered subjects. It was found that when the order and position effects in the Mehler-Bever study were reduced, the results were as would be expected from random responses to a binary choice. Thus, the reported conservation behavior in children under 3 appears to have been an artifact of experimental procedure. (MH)

**ED 035 439** PS 002 562

Nelson, Keith Kessen, William

**Visual Scanning by Human Newborns: Responses to Complete Triangle, to Sides Only, and to Corners Only.**

American Psychological Association, Washington, D.C.

Pub Date 69

Note—2p.; Paper is reprinted from the "Proceedings, 77th Annual Convention, APA, 1969," Division 7 which contains 30 pages, 16 presentations

Available from—American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036 (Division 7, \$1.50)

**Document Not Available from EDRS.**

Descriptors—Attention, \*Infants, Orientation, \*Perceptual Development, Visual Perception, Visual Stimuli

This study tested the hypothesis that newborns selectively orient toward angular elements in their visual field. Subjects were 36 awake and alert infants under 6 days of age. For each newborn, the study compared visual attention to three separately presented stimulus patterns: a complete outline triangle, only the sides of this triangle, and only the angles. Newborns were initially shown a circular panel consisting of a homogeneous black field. At least 15 frames at the rate of one per second were obtained with one of the infant's eyes covered. Fifteen frames were then obtained for each of the experimental stimulus patterns. Analysis of dependent means revealed that regional contour scores did not significantly differ for control and sides-only stimuli. However, both angles-only and complete triangle patterns attracted significantly more ocular orientations than the homogeneous control stimulus. These results reaffirm the conclusion of Salapatek and Kessen (1966) that angular elements of a triangle are elements which attract the infant's gaze independently of the presence or absence of side contours. Scanning records revealed that infants looked only toward a single angular component. More detailed analyses of orientation are planned. (JF)

**ED 035 440** PS 002 563

Koslin, Sandra Cohen And Others

**Quasi-Disguised and Structured Measure of Schoolchildren's Racial Preferences.**

American Psychological Association, Washington, D.C.

Spons Agency—National Inst. of Child Health and Human Development, Bethesda, Md.

Pub Date 69

Note—2p.; Paper is reprinted from the "Proceedings, 77th Annual Convention, APA, 1969," Division 15 which contains 48 pages, 30 presentations

Available from—American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036 (Division 15, \$2.50)

**Document Not Available from EDRS.**

Descriptors—\*Elementary School Students, Grade 1, Grade 3, Negro Students, \*Racial Attitudes, Racial Discrimination, Visual Measures

A quasi-disguised nonverbal attitude measure for young children was used to measure racial awareness and preference. Subjects were 429 first and third grade white and Negro public school children. Varied class activities were presented in 18 pen and ink sketches with different racial combination of teachers and children. These sketches were arranged in booklet form so that on any given page, three of the six racial compositions appeared, one in each of the three class activities. Children marked which class they would most prefer and which class they would like least. Choices that were random or based only on activities were eliminated. Analyses of variance nested hierarchical designs, with race, grade and sex as main factors and type of school attended (segregated or desegregated) as a nested factor within race. Results suggested that white subjects generally began the first grade with a clear preference for an all-white social surrounding in school and maintained that preference into the third grade. Negroes started the first grade with a slight preference for an all-white class, but by third grade clearly preferred Negro teachers and peers. White subjects' racial preferences were more pronounced than Negroes', and third graders showed clearer racial awareness than first graders. Integration had no measurable effect on racial preferences in the schools studied. (DR)

**ED 035 441** PS 002 564

Murray, Frank B.

**Stimulus Abstractness and the Conservation of Weight.**

American Psychological Association, Washington, D.C.

Pub Date 69

Note—2p.; Paper is reprinted from the "Proceedings, 77th Annual Convention, APA, 1969," Division 15 which contains 48 pages, 30 presentations

Available from—American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036 (Division 15, \$2.50)

**Document Not Available from EDRS.**

Descriptors—\*Abstraction Levels, Age Differences, Cognitive Development, \*Conservation (Concept), Grade 2, Learning Processes, Learning Theories, \*Stimuli

It was hypothesized that the acquisition of conservation behavior would be facilitated when stimuli were more concrete than abstract. Eighty white second graders were randomly assigned to four groups and presented with three conservation-of-weight problems. Clay balls and the conservation transformations were either shown, demonstrated, and described (Group I); shown in photographs and described (Group II); shown in line drawings and described (Group III); or simply verbally described (Group IV). The transforming problems were (1) changing the shape of the ball, (2) dividing the ball into three pieces, and (3) placing the ball next to larger and smaller clay balls. Conservators were those who said the ball's weight was unchanged by the transformation, while nonconservers said weight had changed. Seventy-three percent of the subjects conserved problem 1, 72 percent conserved problem 2, and 26 percent conserved problem 3. There were significantly more conservers in the group above the sample's median age, but performance was insensitive to differences in stimulus abstractness. (DR)

**ED 035 442** PS 002 565

Stephens, Will Beth Kowatrakul, Surang

**Paper-and-Pencil Versus Concrete Performance of Normals and Retardates on the ETS Written Exercises.**

American Psychological Association, Washington, D.C.

Pub Date 69

Note—2p.; Paper is reprinted from the "Proceedings, 77th Annual Convention, APA, 1969," Division 15, which contains 48 pages, 30 presentations

Available from—American Psychological Association, 1201 17th Street, N.W., Washington, D.C. 20036 (Division 15, \$2.50)

**Document Not Available from EDRS.**

Descriptors—\*Cognitive Development, \*Cognitive Tests, Comparative Analysis, Manipulative Materials, \*Test Construction, Testing Identifiers—ETS Written Exercises, Piaget

Piaget's conception of cognitive development as the development of a set of skills resulting from interaction with the environment has had a great effect on contemporary educational theory and spurred the Educational Testing Service (ETS) to develop a set of written exercises based on this concept. Piaget's emphasis, however, was on concrete manipulation and the ETS exercises are in written paper-and-pencil form. This study sought to test concrete forms as opposed to the forms ETS offered. The subjects were 48 retarded and 40 normal children all matched for mental age at 5 to 7 years. The average chronological age of the retardates was 10 years 2 months. Concrete forms of the written exercises were devised and administered to a random half of each group. The remaining subjects took the regular written form. The results showed that both retardates and normals performed significantly better on the concrete form in every sub-area. This finding supported Piaget's theory that, as far as possible, children should first be taught through direct manipulation of their environment and later progress to symbolic forms of instruction. Findings also indicated that the retardates were inferior to normals on ETS communication skills. (MH)

**ED 035 443** PS 002 568

Starr, R. H., Jr.

**Nurturance, Dependence, and Exploratory Behavior in Prekindergartners.**

American Psychological Association, Washington, D.C.

Pub Date 69

Note—2p.; Paper is reprinted from the "Proceedings, 77th Annual Convention, APA, 1969," Division 7 which contains 30 pages, 16 presentations

Available from—American Psychological Association, 1201 17th Street, N.W., Washington, D.C. 20036 (Division 7, \$1.50)

**Document Not Available from EDRS.**

Descriptors—\*Behavioral Science Research, Interaction, Preschool Children, Social Development, \*Socialization, Social Relations, \*Spontaneous Behavior

This study examined the relation between exploratory behavior and (1) the experimenter-child relationship, and (2) teacher ratings of dependency and autonomous achievement striving. Subjects were 34 girls and 38 boys randomly selected from two prekindergartens. Experimental conditions consisted of two levels of pre-experimental social interaction with the experimenter (nurturant and non-nurturant), three sets of instructions, and three materials designed to elicit exploration. Each subject was given three trials, each time using a different material and instruction. Subjects were scored for presence or absence of certain behaviors during their trials. Teachers rated subjects dependency and autonomous achievement striving on Beller's (1955) rating scales. Results showed that social interaction influenced orientation and verbalization more than total exploration or residual responding. While social orientation (to experimenter) decreased over trials, nonsocial responding was constant across trials. Instructions influenced material exploration and residual responding, but not social orientation. The nurturant interaction fostered dependent behavior. Independence, as measured by autonomous achievement striving, is unrelated to exploratory behavior. (MH)



ED 035 444

PS 002 569

Minton, Cheryl

**Sex Differences in Generality and Continuity of Verbal Responsivity.**

American Psychological Association, Washington, D.C.

Pub Date 69

Note—2p.; Paper is reprinted from the "Proceedings, 77th Annual Convention, APA, 1969," Division 7 which contains 30 pages, 16 presentations

Available from—American Psychological Association, 1201 17th Street, N.W., Washington, D.C. 20036 (Division 7, \$1.50)

**Document Not Available from EDRS.**

Descriptors—\*Early Childhood, Longitudinal Studies, Sex Differences, Speech, \*Spontaneous Behavior, Stimulus Behavior, \*Verbal Development, Visual Stimuli

This report examines the interrelations among several verbalization indexes on a sample of 27-month-old children and the relation of this data to vocalization scores obtained in the first year. Subjects, 67 girls and 75 boys, were firstborn Caucasian children observed at 4, 8, 13, and 27 months. Parent education varied from incomplete high school to graduate degrees. The evaluation at 27 months included a 2 hour laboratory visit where children received verbalization scores on free play, narrated visual scenes, human forms, and clay faces. Within two weeks, through 6-8 hours of home observation, speech quality and quantity were rated. At 4 and 8 months of age, subjects were shown slides of four male faces, and the clay faces used at 27 months. At 13 months they saw the human forms and clay faces used at 27 months. Total time vocalizing was the variable of interest. The major results suggest (a) greater interepisode consistency for spontaneous verbalization at 27 months for girls than for boys, (b) a stronger covariation between parental educational level and vocabulary score among girls than boys, and (c) greater predictive stability of spontaneous vocalization at 1 year to spontaneous verbalization at 27 months for girls than for boys. These data suggest that the tendency to vocalize is a more stable response tendency for girls than for boys. (Author/JF)

ED 035 445

PS 002 646

**Elementary Physical Education: Topeka Public Schools.**

Topeka Public Schools, Kans.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date [69]

Note—476p.

EDRS Price MF-\$1.75 HC-\$23.90

Descriptors—Athletics, Calisthenics, \*Elementary Grades, Games, Intramural Athletic Programs, Physical Activities, \*Physical Education, Physical Fitness, \*Teaching Guides, Tumbling

That physical education should be an integral and unified aspect of early education is the basic tenet of this guidebook for kindergarten through sixth grade. Physical education should not be thought of as play, sports, or just exercise; it should be a scientific program whose every activity has specific goals and solid principles for achieving those goals. The guidebook outlines basic principles as a basis to determine the content and scope of a physical education program. Tips on organization, and suggestions for teaching are included. There is a grade-by-grade breakdown of physical characteristics, needs, and activities, tips on first aid, accident prevention, and integration of physical education with classroom subjects. The bulk of the guidebook is taken up by descriptions of specific games, calisthenics, rhythms, activities, tumbling stunts, sports, fitness projects and intramurals. The last section shows sample lesson plans for the various grades. An index of activities is included. (MH)

ED 035 446

PS 002 678

Zimiles, Herbert

**Classification and Inferential Thinking in Children of Varying Age and Social Class.**

Bank Street Coll. of Education, New York, N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Sep 68

Note—19p.; Paper presented at symposium at meeting of the American Psychological Association, San Francisco, California, September, 1968

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Age Differences, Classification, \*Cognitive Development, \*Comparative Analysis, Economically Disadvantaged, Grade 1, Grade 2, Grade 3, Kindergarten, Logical Thinking, \*Socioeconomic Status, \*Thought Processes

**Identifiers—Matrix Test**

The consistently inferior performance of economically disadvantaged children led to this study designed to investigate how cognitive development changes with age and how it is affected by previous life experience. Classification behavior and inferential thinking were the main concerns of the study. The measurement instrument was the Matrix Test, a device that requires the child to select a picture to complete a row of pictures on the basis of the relationship established by the other pictures. The 44 items on the test can be seen as falling into one of four classes: Perceptual Matching, Class Membership, One-Way Classification, or Two-Way Classification. The subjects were 160 black lower class children (40 each from kindergarten and grades 1 through 3) and a similar group of white middle class children for comparison. Only a child's selection responses were recorded; no measure was made of the thought processes behind them. The measurable results showed no differences based on sex or the abstract-representational character of the stimuli. However, consistent differences between advantaged and disadvantaged children were found to be significant for all four classes of items. (MH)

ED 035 447

PS 002 682

Lombard, Avina. Stern, Carolyn

**Effect of Verbalization on Young Children's Learning of a Manipulative Skill.**

California Univ., Los Angeles.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Sep 68

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association, San Francisco, California, August, 1968

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Culturally Disadvantaged, \*Mediation Theory, \*Performance Tests, Preschool Children, Puzzles, \*Skill Development, \*Task Performance, Verbal Learning, Vocabulary Development

**Identifiers—Head Start**

To determine the effect of verbalization on the acquisition of manipulative skills in young children, a puzzle-assembly experiment was designed. Each of 65 Head Start children between the ages of 47 and 58 months was randomly assigned to one of the four treatment groups: practice with verbalization (PV); practice with no verbalization (PNV); verbalization with no practice (VNP); and a control group. All children were pretested on the Peabody Picture Vocabulary Test, Goodenough Draw-a-Man Test, a simple puzzle assembly, the specific vocabulary from the task, and progressively more difficult puzzles. The PV group was taught puzzle assembly with a carefully sequenced program of puzzles and related vocabulary. The PNV group spent equal time with the same puzzles, but were not taught vocabulary. The VNP group read books that emphasized the special vocabulary but were not given puzzles. The control group spent an equal amount of time on a neutral task. PV and PNV groups showed high interest and similar, significant gains in puzzle-assembly skills. The VNP groups, however, regressed in performance and showed little interest. Verbalization and practice manipulation seemed to be important elements in improving puzzle-assembly skills. (MH)

ED 035 448

PS 002 687

Glasnapp, Douglas R.

**A Comparative Study of Three Forms of the Metropolitan Readiness Test at Two Socio-Economic Levels.**

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on School Learning and Individual Differences.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—GPCT-ISLID-PP-67-07

Pub Date Aug 67

Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—\*Comparative Analysis, Culturally Disadvantaged, \*Evaluation, Predictive Ability (Testing), \*Prognostic Tests, \*Socioeconomic Status, \*Testing, Test Reliability, Test Validity

**Identifiers—Metropolitan Readiness Tests**

The Metropolitan Readiness tests, first published in 1948 (forms R and S), were revised in 1966 (forms A and B). This study was instigated as a result of the charge that the revisions of the tests made them more difficult and more unfair to deprived children. Thirty-six Caucasian beginning first graders (divided evenly by high and low socioeconomic status) were given three forms (S, A, and B) of the Metropolitan Readiness Test. The following spring, the children took Primary I Battery of the same test. The scores were converted to percentile ranks and analyzed. High SES children scored significantly higher than low SES children. The revised forms were equal in difficulty and harder than the old form. A significant practice effect was manifest with mean percentile rankings progressively increasing with each subsequent administration of the tests. There was no reliable support that the new forms discriminated against disadvantaged children more than did the old form. There was higher variability for the higher SES children, but the difference was significant only for the new forms. The new forms are predictive of maturity and limitations of ability for high SES children, but are questionable when applied to low SES children. Forms A and B are reliable over the total range of population, but not for a restricted subgroup population. (MH)

ED 035 449

PS 002 703

Feldman, Carol Fleisher

**The Role of Underdeterminacy and Reference in the Sentence Recall of Young Children.**

Chicago Univ., Ill. Center for the Cooperative Study of Instruction; National Lab. on Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Labs.

Report No—NLECE-70706-WG(6)

Pub Date Dec 69

Contract—OEC-3-7-070706-3118

Note—21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors—Age Differences, \*Cognitive Development, Elementary School Students, \*Learning Processes, Listening Comprehension, \*Recall (Psychological), Semantics, Sentences, \*Thought Processes

It was hypothesized that by age 8 children would manifest an adult meaning system, and that 5-year-old children would not. An adult meaning system allows an adult to transcend component word meanings and integrate, in the presence of a speaker, the underdetermined and the factual proposition into a meaningful whole. Subjects were 60 5- and 8-year-old middle class, racially mixed children. Subjects were asked to repeat sentences heard in conversation and on tape. Sentences included: (1) those with referential nouns, (2) those with "modals," and (3) control sentences containing neither. A three-way analysis of variance was computed on age by condition by sentence type, using the two ages, the two conditions, and the modal and control sentences. Results indicate that recall of the modal sentences is better than the control sentences heard in conversation but not heard on tape. The interaction of sentence by age shows that the older, but not the younger, subjects perceive the difference between the modal and control sentences. This supports the hypothesis. All subjects, however, master sentences containing referential nouns. Both the modal and the referential systems seem to be necessary to understand sentence meaning. (JF)

ED 035 450

PS 002 742

Schmidt, Velma E.

**A Study of the Influence of Certain Preschool Educational Movements on Contemporary Preschool Practices.**

Nebraska Univ., Lincoln.

Pub Date Jul 68

Note—179p.

EDRS Price MF-\$0.75 HC-\$9.05

Descriptors—\*Doctoral Theses, \*Early Childhood Education, Educational Objectives, \*Educational Practice, \*Educational Theories, Historical Reviews, Instructional Materials, Preschool Curriculum, \*Preschool Programs, Review (Reexamination), Teaching Methods

Identifiers—Child Study Movement, Froebel, Head Start, Montessori

Identified in this dissertation are the major influences on American preschool education: (1) the Froebel kindergarten, (2) the Montessori



movement, (3) the Child Study movement, and (4) Project Head Start. Each movement is described according to history, aim, curriculum, materials, and methods. Criteria for each section of the contemporary preschool were identified by analysis and synthesis of opinions of four current authoritative sources in preschool education. The criteria were then compared to the description of each preschool movement to identify its influence. The Froebel kindergarten contributed the view that education is a process of growth and advocated using the method of self-activity through play. The Montessori movement put emphasis on responsibility to be given to children for care of self and environment. The Child Study movement resulted in increased attention to the physical, social, and mental developmental needs of children. Head Start influence can only be predicted, but effective factors may be increased attention to social services, health services, parent and volunteer involvement, and the effort to adapt a program to the needs of a specific group of children. A bibliography and chronology tables of significant developments in preschool movements are included. (DR.)

ED 035 451

PS 002 743

Glockner, Mary

**Worktable on Wheels.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program.

Pub Date Oct 69

Note—2p.

Journal Cit—Head Start Newsletter; v4 n7 p6-7 Oct 1969

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—Assembly (Manufacturing), \*Classroom Furniture, Early Childhood Education, Flexible Facilities, \*Furniture Design, Kindergarten, Primary Grades

Identifiers—Follow Through, Head Start

This article briefly describes the function and features of the Smith Circular Learning Station used in Chattanooga, Tennessee's Head Start and Follow Through program. The stations are used in place of traditional rows of classroom desks. Each station consists of a mobile worktable and a set of stackable chairs. Children are allowed to move about freely, and to participate in a number of learning activities. The worktables allow greater flexibility in the classroom, are inexpensive to build, are equipped with a self-contained extension cord and jack, are easy to fold, and save space. The article also includes a list of building materials for the worktable, and construction plan and dimensions. (JF)

ED 035 452

PS 002 744

**Making a Child's Own Book.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program.

Pub Date Nov 69

Note—2p.

Journal Cit—Head Start Newsletter; v4 n8 p2-3 Nov 1969

EDRS Price MF-\$0.25 HC-\$0.20

Descriptors—Books, \*Class Activities, \*Creative Activities, Individual Activities, \*Preschool Programs

Identifiers—\*Bookmaking, Head Start

This paper describes a classroom activity in which children make their own books, an activity which may increase children's language abilities and confidence. Four possibilities for classroom-produced books are mentioned: (1) the dictated story, with the teacher taking down the child's exact words, (2) the picture-story book with the child making up a story to go along with a picture he has drawn, (3) the picture dictionary, with the child telling what certain pictures represent, and (4) the language experience book, with the exercise centered around some particular use of words. Use of a felt-tipped pen and large distinct letters help to familiarize the children with the written word. The books should be on standard size paper and can be stapled or threaded together on the left side. The child can put his name on his book and decorate its cover. All books can become part of the classroom library. (MH)

ED 035 453

PS 002 766

Stern, Carolyn

**Assessing Process and Product with Young Children in School Settings.**

Pub Date Mar 69

Note—7p.; Paper presented at the biennial meeting of the Society for Research in Child Development, Santa Monica, California, March 1969

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—\*Behavioral Objectives, Behavior Change, Class Management, Classroom Observation Techniques, \*Preschool Programs, \*Program Evaluation, \*Student Behavior, Time Factors (Learning)

Identifiers—Head Start, Observation of Substantive Curricular Input

What needs to be done with preschool programs is to define specifically their desired product (the behaviors we want in the children) and to determine the optimal process by which this product can be brought about. Using an instrument called the Observation of Substantive Curricular Input in 1967-68, a coding system based on a series of 3-minute scans of classroom activity, data were compiled for 151 Head Start classes. Analysis of the data indicated that while Head Start classes differed among themselves, certain generalizations could be drawn. Comparatively little time was spent on caretaking activities, aimless wandering, and teaching of pre-academic skills. A considerable amount of time was spent on structured waiting for the teacher, language development, dramatic play, and social interaction. Group vs individual activity differentiated classes and seemed dependent on teacher control. The next step will be to relate the obtained classroom characteristics to specific changes in children. With the causal relationships between process and product more clearly understood, more effective programs can be devised based on data rather than intuition. (MH)

ED 035 454

PS 002 767

Baldwin, A. L. Frank, S. M.

**Syntactic Complexity in Mother-Child Interactions.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 69

Grant—OEG-6-10-326

Note—16p.; Paper presented at the meetings of the Society for Research in Child Development, Santa Monica, California, March 1969

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Comparative Analysis, \*Complexity Level, Kernel Sentences, \*Language Development, Parent Child Relationship, Socioeconomic Status, \*Syntax, Transformational Grammar

To find out what factors are involved in a child's learning of syntax, investigators studied the syntactic complexity of the language a mother and child use when talking to each other. The complexity measure used was one developed by Dr. Sheldon Frank and Dr. Harry Osser, and is based on the concepts of generative grammar and transformations. Language samples were collected from mothers alone in an interview and mothers and children together in a play session. There were two groups of mother-child pairs: one from Harlem (black lower class) and one from Washington Square (white middle class). Analysis of the language samples indicated that all the mothers greatly reduced their syntactic complexity when talking to their children, but each mother's language was still more complex than that of her child. There was no difference between the Harlem mothers and the Washington Square mothers in their syntactic complexity in the interview, but the Harlem mother-child interactions were less complex and more didactic than those of the Washington Square group. Finally, the Harlem children seemed to articulate less clearly than the Washington Square children and their mothers had more difficulty in understanding them. There were more requests for clarification in the Harlem interactions. (MH)

ED 035 455

24

PS 002 769

Findley, Warren G. And Others

**Postdoctoral Research Training Program in Educational Stimulation. Final Report.**

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1881

Pub Date 27 Feb 69

Grant—OEG-2-6-061881-1406

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Achievement, \*Early Childhood Education, \*Educational Programs, Item Analysis, Mathematical Concepts, Mathematics, \*Post Doctoral Education, Preschool Children, \*Test Construction

Identifiers—Schwartz Early Mathematics Inventory

A 1-year postdoctoral research training program prepared one trainee in early childhood education during 1966-67. Flexible arrangements allowed this mature trainee to plan and follow his own program in consultation with the staff of the Research and Development Center in Educational Stimulation at the University of Georgia. Experimentation in ongoing school programs enabled the trainee to develop an inventory of early mathematics accomplishments for 5-year-olds, which was then used systematically by him in New York State as well as by others in Follow Through programs. Development of this group test of mathematics achievement is described, including the specification of detailed administrative procedures necessary with young children. The postdoctoral research training program was judged effective for its purpose, following the original proposal to provide a high level professional apprenticeship. Suggestions are made for improvement of the USOE research training program by expanding its scope to include establishment and support of advanced training centers to meet current retooling demands for high level educational personnel. (Author/DR)

ED 035 456

PS 002 781

**Exemplary and Innovative Preschool Child Development Demonstration Centers, 1966-1969. Three Year Evaluation and Narrative Report.**

Kalamazoo School District, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date 22 Aug 69

Note—75p.

EDRS Price MF-\$0.50 HC-\$3.85

Descriptors—Community Cooperation, Culturally Disadvantaged, Health Services, Interviews, Objectives, Parent Participation, \*Preschool Programs, \*Program Descriptions, \*Program Evaluation, Volunteers

Identifiers—(KGTN) Metropolitan Readiness Test, American School Intelligence Test, Metropolitan Reading Readiness Test, Stanford Achievement Test, Wide Range Achievement Test

This document evaluates the first three years of a preschool project in Kalamazoo School District which was funded by Title III of the Elementary and Secondary Education Act. The program aims to maximize the potential of each preschool child and to involve parents and community agencies in the project. This report describes the objectives of the program and the areas in which objectives are being met. A comparison of disadvantaged kindergarten children and a control group is made, and a follow-up study of first grade performance of the two groups is analyzed. No significant differences are reported between either the experimental and control groups or between O.E.O. and Title III children. For the final evaluation, principals, teachers, and parents assess the project's strengths and weaknesses through interviews. The format of the interviews and individual responses comprise more than half the report. Selected case histories illustrate the cooperation of staff members and community agencies. An evaluation of the performance of volunteers is included and a health services report states the number of types of services completed. Final recommendations for the 1969-70 preschool program complete the evaluation. (DR)

ED 035 457

PS 002 783

**Sex Education: Resource Unit; Grades K, 1, 2, 3, 4.**

American Association for Health, Physical Education and Recreation, Washington, D.C.

Pub Date 69

Note—26p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—Bibliographies, Educational Objectives, Films, Filmstrips, Kindergarten, Primary Grades, \*Resource Units, \*Sex Education, Slides, Vocabulary

This booklet is part of a series on health instruction developed by the Publications Commission of the School Health Division of the American Association for Health, Physical Education, and Recreation. An aid to teachers, it describes the proper role of sex education in the classroom. The specific aims and objective of sex education for grade levels from kindergarten to fourth grade are included, as are classroom methods and techniques for achieving these goals. Relevant vocabulary words are listed. There are two lists of references; one for students, and one for teachers. Some supplementary teaching aids, including sound films and film strips, are described and their sources listed. Finally, some selected sources for additional information are mentioned. (MH)

**ED 035 458**

PS 002 786

Bayer, Helen Ray, Margaret

**Analysis of Home Environment and Development of Parent Intervention.**

Pub Date [69]

Note—2p.

**EDRS Price MF-\$0.25 HC-\$0.20**

Descriptors—Behavior Change, Comparative Analysis, \*Compensatory Education Programs, \*Family Environment, \*Home Programs, Home Visits, Intervention, Middle Class, Rural Environment

The 5-year project reported in this paper sought initially to examine the home environments both of isolated, intact rural white families and of single parent AFDC Negro families. The information thus gathered was to be compared to what is known about middle class white families in hopes of isolating the differences that result in the poorer academic performance of poor children and developing programs of parent intervention to alleviate this problem. The intervention project is presently being carried on through weekly home visits. These visits have four objectives: (1) to increase the quantity and quality of mother-child verbal interaction, (2) to instill the idea in both the mother and the child that adults are helpful, resource-controlling persons, (3) to shift the behavior control techniques from diffuse nonverbal reinforcement to verbal reinforcement with specific explanations, and (4) to have the mother encourage increased complexity in the child's language. This home teaching program lasts 12 weeks; 9 for the program, 1 for make-up, and 2 for evaluation. Field trips, singing, reading, and a wide variety of games were among the program activities. (MH)

**ED 035 459**

PS 002 787

Hall, Ronald B.

**Industrial Arts for the Primary Grades.**

Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of General and Academic Education.

Pub Date 69

Note—12p.

**EDRS Price MF-\$0.25 HC-\$0.70**

Descriptors—Class Activities, Educational Objectives, \*Industrial Arts, Learning Experience, \*Primary Grades, \*Teaching Techniques

This article, part of a series compiled by the Division of Early Childhood Education, is intended to help elementary teachers develop the proper teaching methods, procedures, and knowledge of available materials for the implementation of industrial arts activities. The article includes sections on the theory of industrial arts in the elementary school, the objectives of elementary industrial arts, the use of industrial arts to improve the learning experience, and classroom approaches to employing elementary industrial arts. A bibliography is included. (Author/JF)

**ED 035 460**

PS 002 788

Schlappich, Leon

**Social Studies in the Primary Grades.**

Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of General and Academic Education.

Pub Date 69

Note—16p.

**EDRS Price MF-\$0.25 HC-\$0.90**

Descriptors—Anthropology, \*Curriculum Guides, Economics, Geography, History, \*Interdiscipli-

nary Approach, Political Science, \*Primary Grades, Social Psychology, \*Social Studies, Sociology

This article seeks to provide basic information and guidelines for the teaching of social studies in kindergarten and grades 1 through 3. It emphasizes the importance of molding youth to fit into a democratic society and points out the usefulness of social studies to achieve this end. An interdisciplinary approach is advocated, which would include anthropology, sociology, economics, and social psychology as well as the traditional subjects of geography, history, and political science. A grade-by-grade outline of the content, scope, and sequence of the social studies is included, with a specific list of goals and sub-communities to be investigated. There is a discussion of teaching methods that favors a multi-text approach and concern for the individual needs of the students and the community. The unit approach to the subject matter of social studies is also advocated. The paper suggests that the social studies classroom be well-equipped with maps, audio-visual material, and reference materials. (MH)

**ED 035 461**

PS 002 789

Edgar, Irvin T.

**Science for the Primary Grades: Questions and Answers.**

Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of General and Academic Education.

Pub Date 69

Note—14p.

**EDRS Price MF-\$0.25 HC-\$0.80**

Descriptors—\*Guides, \*Primary Grades, \*Science Education, Teaching Methods

This article, which provides answers to commonly asked questions about teaching science in the primary grades, is part of a series included in the Primary Packet of Materials compiled by the Division of Early Childhood Education of the Pennsylvania Department of Public Instruction. Questions considered are: What is science? What should students be taught in science? Which textbook is best, or is a multi-text approach best? How does one find time to teach science? How are student differences provided for? Are there national programs for science as there are for mathematics? The article also includes a list of desirable characteristics for a school science program and a 2-page bibliography. (JF)

**ED 035 462**

PS 002 806

Scheiner, Louis

**A Pilot Study to Assess the Academic Progress of Disadvantaged First Graders Assigned to Class by Sex and Taught by a Teacher of the Same Sex.**

School District of Philadelphia, Pa.

Pub Date Nov 69

Note—17p.

**EDRS Price MF-\$0.25 HC-\$0.95**

Descriptors—Arithmetic, Compensatory Education Programs, Culturally Disadvantaged, \*Experimental Programs, \*Grade 1, \*Grouping (Instructional Purposes), Reading Achievement, Self Concept, \*Sex Differences, Student Attitudes

Identifiers—Philadelphia Reading Test, Philadelphia Test in Fundamentals In Arithmetic, Pupil Attitude Toward School Inventory, The Way I Feel About Myself

First grade disadvantaged children were separated into classes by sex and taught by a teacher of the same sex. It was hypothesized that (1) single sex classes would score higher on reading and arithmetic tests and show a more positive attitude toward school, teacher, and peers than coeducational classes, and (2) the one all-girls class would score higher on reading and arithmetic than the two all-boys classes. Both experimental and control groups were given the Philadelphia Reading Test and the Philadelphia Test in Fundamentals in Arithmetic. Attitude measures were The Pupil Attitude Toward School Inventory and The Way I Feel About Myself instruments. The single sex classes scored significantly higher in reading than the control group, but there were no significant differences between the all-boys classes and the all-girls class in reading and arithmetic. All-boys classes were more positive toward school, learning, teachers, peers, and self than the other groups. The control group was more positive in these attitudes than the all-girls class. It was recommended that teacher per-

sonality and competency variables be considered in a controlled longitudinal study and that different materials and teaching techniques be stressed for training teachers to work with all male classes. (DR)

**ED 035 463**

PS 002 830

Rashid, Martha And Others

**The Teacher, Teacher Style, and Classroom Management. Proceedings of the Head Start Research Seminars: Seminar No. 2, The Teacher and Classroom Management (1st, Washington, D.C., July 22, 1968).**

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4098-Seminar-2

Pub Date 22 Jul 68

Note—70p.; This seminar is part of a larger work (ED 034 088) entitled "Critical Issues in Research Related to Disadvantaged Children," edited by Edith Grotberg

**EDRS Price MF-\$0.50 HC-\$3.60**

Descriptors—Behavior, \*Class Management, Classroom Environment, Cognitive Development, Data Collection, Preschool Programs, \*Preschool Teachers, \*Research Needs, \*Seminars, Social Development, \*Teaching Styles

Identifiers—\*Head Start

One of a series of seminars on Head Start research, this paper deals with the potential contribution of teacher style to classroom management. It is suggested that studies be designed to (1) compare and describe preschool and primary programs, (2) develop a standard system of notation for recording behavior in classrooms, (3) determine the effect of the classroom setting on teacher behavior, and (4) provide in-service education for preschool teachers to teach them practical procedures for getting systematic feedback about their own behavior. Further studies are needed to examine both teacher and pupil style, as well as the development of sex role and motivation in young children. The effect of the teacher's style on children's cognitive and social development deserves further attention. Responses to this paper are made by Ira Gordon, Martin Haberman, and Helen Richards. A bibliography on the teacher and classroom management is included. (Document ED 034 088 has the full text of the proceedings of all six Head Start seminars in this series.) (DR)

**ED 035 464**

PS 002 861

Street, Virginia

**The Story of an After-School Program.**

National Capital Area Child Day Care Association, Washington, D.C.

Pub Date [69]

Note—11p.; Paper presented at the conference of the National Association Education of Young Children, Salt Lake City, Utah

**EDRS Price MF-\$0.25 HC-\$0.65**

Descriptors—\*After School Programs, Culturally Disadvantaged, \*Day Care Services, \*Demonstration Programs, Grade 1, Grade 2, Nutrition, \*Program Descriptions, Self Concept, Staff Role

In Washington, D.C. in September 1968, because there were no after-school programs where the staff took responsibility for the children, the National Capital Area Child Day Care Association set up a demonstration program. This report provides an anecdotal record of the program's development. Two rooms were secured in the basement of a school, 50 black, underprivileged first and second graders were selected, and a small staff was hired. The staff included a teacher-in-charge, two assistant teachers, two aides, and a clerk. The initial goals were to keep the child safe, to improve his self-image, to develop his expressive and creative abilities, to work on remedial academic work, and to offer supplementary nourishment in the form of daily snacks. The teacher-in-charge involved the children in projects and trips and encouraged them to learn through doing. However, the problems were many: staffing, inexperience, lack of intra-staff communication, disturbed children, vandalism, and inability to lose the feeling of being intruders in the basement rooms. The program is still in the testing phase but some progress has been made in solving these problems. (MH)

**ED 035 465**

88

RC 002 502

**Lessons in Discovery, An Invitation to Innovation.**



American Falls School District Number 381, Idaho.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Report No.—DPSC-66-1492

Pub Date [67]

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—Art Education, \*Conservation Education, Curriculum Guides, Descriptive Writing, Entomology, Geology, \*Language Arts, Mathematics Instruction, Mechanics (Process), \*Outdoor Education, \*Science Activities, Social Sciences, Study Guides, \*Teaching Guides  
Identifiers—\*Northern Illinois University

A broad spectrum of activities designed to enhance learning through the use of outdoor (natural) media is presented in this document for the sciences, language arts, and social sciences. Activities are primarily for the upper elementary grades, but adaptations and provisions are made for the primary and secondary levels. Also included is a teacher's activity form to aid in the planning and evaluation of outdoor activities. Funds for preparation of this guide were provided by the Elementary and Secondary Education Act (Title III). (DK)

ED 035 466

RC 003 766

Tremblay, M. A. And Others

**A Survey of the Contemporary Indians of Canada: Economic, Political, Educational Needs and Policies. Volume II.**

British Columbia Univ., Vancouver.

Spons Agency—Canadian Dept. of Citizenship and Immigration, Ottawa (Ontario).

Pub Date Oct 67

Note—250p.

Available from—Queen's Printer, Canadian Government Bookshop, 1735 Barrington Street, Halifax, Canada (\$3.00)

EDRS Price MF-\$1.00 HC-\$12.60

Descriptors—Administrative

Organization,

\*American Indians, Beliefs, Cultural Factors, Decision Making, \*Educationally Disadvantaged, Educational Philosophy, \*Governmental Structure, Group Structure, \*Leadership Responsibility, \*School Organization, School Systems, Vertical Organization  
Identifiers—\*Canada

Two sets of issues are discussed in this volume of the survey. These issues are related to the provision and adequacy of schools for the Indian child and adult, and to leadership, organization and direction of reserves. Although mindful of the wider setting of culture and community in which these issues find their definition, they are abstracted from that setting for discussion. Primary topics include an analysis of competitive ideologies; the administrative and educational structures of Indian schools; education of the Indian child; and a philosophy of Indian education (general guidelines). The background of formal organization and decision-making in Indian communities, general aspects of band councils (local government bodies involving residents on band-controlled land), patterns and trends in band council elections, and the decision-making process are also discussed. An index is included to aid the reader. (SW)

ED 035 467

RC 003 908

Davis, Ruth And Others

**A Curriculum Guide for Beginning Non-English Speaking Children.**

Shiprock Independent School District Number 22, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 69

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—\*American Indians, \*Curriculum Guides, \*Educational Objectives, Health Education, Instructional Materials, Language Arts, \*Non English Speaking, Number Concepts, \*Primary Grades, Science Education, Social Studies, Teaching Techniques  
Identifiers—\*Navajos

Failure of commercial materials to meet the particular needs of the Navajo child resulted in development of this curriculum guide for non-English-speaking children. Teaching objectives and behavioral student objectives are presented for 5 areas of language arts (oral English, listening skills, cognitive processes, writing readiness, and

formal reading readiness). Other subject areas included are social studies, numbers readiness, science, health and safety, physical education, and the expressive arts. Learning activities, instructional materials, and methods of presentation are suggested for the various subject areas. (JH)

ED 035 468

RC 003 912

Belding, Nanceye And Others

**Evaluation Report of the 1968-69 University of Minnesota Cultural Education Specialist and Associate Program: Indian American and Afro-American Aspects.**

Minnesota Univ., Minneapolis. Training Center for Community Programs.

Pub Date Jun 69

Note—54p.

EDRS Price MF-\$0.25 HC-\$2.80

Descriptors—\*African American Studies, \*American Indian Culture, \*College Instruction, \*Cultural Education, Culture Contact, Economic Disadvantage, Ethnic Relations, Minority Group Teachers, \*Nonprofessional Personnel, Personnel Evaluation

Identifiers—\*New Careers

In the fall of 1968, the University of Minnesota Center for Curriculum Studies funded a program for New Careerists operating as Cultural Education Specialists whose function was to cooperate with faculty members on an equal-status basis. Criteria for selection were a minority or poverty background, sympathy with minority communities, and ability to communicate and articulate ideas to students. Functions of the Specialists included modification of the curriculum, organization of class materials, participation in discussions with students both in and out of class, and presentation of lectures. Specialists were used in 2 cultural-related education courses, a dentistry course concerning effects of environment upon dental hygiene, a community live-in project for social work students, a sociology course on crime and delinquency, and courses dealing with Indian history, art, literature and music. This evaluation report relates research findings from the 1968 fall-quarter pilot program to experiences of the winter and spring quarters; it also suggests tentative conclusions regarding the project and provides suggestions concerning the possible future of the project. Appendices provide details about the research format, questionnaires and interview schedules, and certain findings in tabular form. (JH)

ED 035 469

RC 003 916

Beijer, G.

**National Rural Manpower: Adjustment to Industry. Analysis of Policies and Programmes.**

Organisation for Economic Cooperation and Development, Paris (France). Social Affairs Div.

Pub Date 65

Note—116p.

Available from—OECD, Publications Office, 2, rue Andre-Pascal, Paris (16e) (\$2.50)

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors—\*Adjustment (to Environment), \*Adjustment Problems, Industrial Education, Literature Reviews, \*Manpower Utilization, Migrants, Program Evaluation, \*Rural Population, Social Factors, Success Factors, \*Urban Immigration

Identifiers—\*European Countries

An attempt is made to give a systematic account of the research, by theoretical and applied social sciences, on practical measures and policies of adjustment of rural workers to nonagricultural occupations. Information relating to adjustment problems in 11 European countries (Austria, Denmark, France, Germany, Greece, Italy, Netherlands, Norway, Portugal, Sweden, and Turkey) is presented. Techniques for action, particularly measures and proposals which have been developed to facilitate adjustment, are considered. Factors affecting adjustment are included, as well as specific recommendations related to methods of adjustment. A related document is RC 003 923. (SW)

ED 035 470

RC 003 924

Moon, Seung Gyu McCann, Glenn C.

**Subregional Variability of Adjustment Factors of Rural Families in the South.**

Alabama Agricultural Experiment Station, Auburn; Kentucky Univ., Lexington. Agricultural Experiment Station; Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C. Economic Research Service.

Report No.—BULL-111

Pub Date Jan 66

Note—23p.

Available from—North Carolina Agricultural Experiment Station, Raleigh, North Carolina 27607

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—\*Adjustment Problems, \*Geographic Regions, \*Low Income Groups, Rural Areas, \*Rural Family, Social Adjustment, Social Mobility, \*Southern States  
Identifiers—\*Southern Regional Research Project S-44

The primary purposes of this study, stemming from Southern Regional Research Project S-44, were (a) to determine if there are any differences in adjustment factors of rural families in low-income areas within the South and (b) to indicate the manner in which the areas are distinctive from one another. The underlying theoretical framework was that adjustment is basically a specific process of social mobility in which a family moves from one level of adjustment to another, with the potentials it possesses, towards the achievement of goals of the family system. A sample of 1,870 was obtained from the open-country portion of 30 low-level-of-living and low-income counties in Alabama, Kentucky, Louisiana, Mississippi, North Carolina, Tennessee, and Texas. The results supported the hypotheses and identified differences in the 5 subregions, or generalized low-income areas: Appalachian Mountains and Border, Mississippi Delta, Sandy Coastal Plains, Southeastern Hilly, and Southern Piedmont and Coastal Plains. (DK)

ED 035 471

RC 003 928

Maynard, Eileen Twiss, Gayla

**That These People May Live; Conditions Among the Oglala Sioux of the Pine Ridge Reservation.** [Hecel Lena Oyate Kin Nipi Kte.]

Pine Ridge Community Mental Health Program, S. Dak.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Div. of Indian Health.

Pub Date 69

Note—190p.

EDRS Price MF-\$0.75 HC-\$9.60

Descriptors—\*American History, \*American Indians, \*Cultural Background, \*Demography, \*Economic Factors, Educational Problems, Geographic Concepts, Health Facilities, Social Problems, Social Psychology, Social Structure, \*Socioeconomic Influences

Identifiers—\*Oglala Sioux

A picture of the present conditions of the Oglala Sioux Indian tribe is offered in an effort to provide insight into how to improve the life and spirit of this tribe of the northern plains. Socioeconomic characteristics and sociopsychological problems are utilized in describing the conditions. Information on their history and traditional culture is also included. Data for this report were gathered from the Baseline Data Study and other research conducted by Community Mental Health Program staff. Demographic information, history, economic factors, education, health and medical facilities, social organization, and mental and social disorders are included in the discussion. Remedies are suggested for the deficiencies found by the research. (SW)

ED 035 472

RC 003 930

Ziemer, Norbert

**A Curriculum Enrichment Guide Using Veteran Acres Crystal Lake Park District.**

Pub Date [66]

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—\*Conservation Education, Curriculum Enrichment, \*Curriculum Guides, \*Enrichment Activities, \*Environmental Education, Learning Activities, Natural Resources, \*Outdoor Education, \*Resource Materials

Developed by the Crystal Lake, Illinois, school district, this curriculum guide presents a series of suggested activities for an outdoor education program. Goals for the program are (1) development of scientific awareness through conservation education; (2) provision of opportunities for democratic living; (3) development of effective communication; (4) cultivation of appreciation of our heritage; (5) development of aesthetic, moral, and emotional maturity; and (6) cultivation



tion of total fitness (social, physical, and emotional). Suggested follow-up discussion topics to the outdoor education activities are presented. A glossary of terms and a list of reference books and films are appended. RC 003 931 is a related document. (TL)

**ED 035 473** 88 RC 003 931  
Outdoor Education Primary Resource Guide. A Reprint of the Resource Guide for Teaching In-About-For-the Outdoors, 1967.

Crystal Lake Community School District Number 47, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Report No.—DPSC-67-4185  
Pub Date 67

Note—66p.

**EDRS Price MF-\$0.50 HC-\$3.40**

Descriptors—Art, Curriculum Enrichment, Curriculum Guides, \*Environmental Education, Instructional Materials, Language Arts, \*Learning Activities, Natural Resources, \*Outdoor Education, Physical Education, \*Primary Grades, Resource Guides, Sciences, Social Studies, \*Teaching Guides

Designed for use with students in the first, second, and third grades, the resource guide is one of a series of 3 booklets (primary, intermediate, and junior high levels) developed by the Crystal Lake, Illinois, school district under a Title III appropriation of the Elementary and Secondary Education Act. Outdoor education activities are suggested for incorporation into language arts, mathematics, art, physical education, music, and social studies. Suggested activities for science and social studies classes are presented by grade level. RC 003 930 is a related document. (TL)

**ED 035 474** RC 003 932  
To Our Indian Youth - Generation With a Future. Seneca Nation Educational Foundation, Salamanca, N.Y.

Pub Date Oct 68  
Note—75p.

**EDRS Price MF-\$0.50 HC-\$3.85**

Descriptors—\*American Indians, Curriculum Planning, Economic Opportunities, \*Educational Opportunities, Educational Programs, \*Employment Opportunities, Employment Trends, Federal Legislation, \*Leadership, \*Vocational Development

Identifiers—\*New York State, Senecas

The Seneca Nation Educational Foundation has compiled this document for the Indian Youth of New York State who will graduate from high school in the next few years. Information relating to their future occupational and educational opportunities, such as lists of schools and scholarships of specific interest to Indian youth, is presented. Programs for work preparation, as well as curricula offered by New York State colleges, are discussed. Trends developing in regard to employment opportunities and practices are examined. (DB)

**ED 035 475** RC 003 933  
Lopez, Andrew

Minority Groups in New Mexico.

New Mexico Employment Security Commission, Albuquerque.

Pub Date Jan 69  
Note—81p.

**EDRS Price MF-\$0.50 HC-\$4.15**

Descriptors—American Indians, Anglo Americans, \*Civil Rights, Demography, Economic Disadvantage, Education, \*Employment Services, Employment Statistics, \*Equal Opportunities (Jobs), Federal Legislation, \*Minority Groups, Negroes, Socioeconomic Status, \*Spanish Americans, State Legislation

Identifiers—\*New Mexico

The employment problem among minority groups (whites with a Spanish surname, American Indians, and Negroes) in New Mexico is the major consideration of this study. Minority groups are defined, and charts, maps, and graphs clarify the definition. The study brings together as much socioeconomic information as possible to aid the New Mexico State Employment Service in meeting the employment needs of minority groups. Two of the key findings isolated by the study were (1) that, despite having equal education, non-whites earned less than whites in New Mexico and (2) that there were factors other than education which seemed to prevent minority

group members from obtaining jobs and salaries similar to majority group members with the same educational attainment. The document also includes reviews of basic State and Federal legislation related to equal employment opportunities of minority groups. (DB)

**ED 035 476** RC 003 934  
Proceedings of the Second Symposium on Federal Support Programs for Health, Physical Education, Recreation.

American Association for Health, Physical Education and Recreation, Washington, D.C.

Pub Date 68  
Note—223p.

Available from—National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (\$4.00)

Document Not Available from EDRS.

Descriptors—Conference Reports, \*Consultants, \*Educational Planning, Elementary Education, \*Federal Legislation, Health Education, Outdoor Education, Physical Education, Program Guides, \*Program Planning, Project Applications, \*Recreational Programs, Resource Materials, Secondary Education, Special Education, State Legislation, Supplementary Education

A summary of presentations and proceedings of the 1968 annual symposium on health, physical education, and recreation makes up the major portion of this document. Four successful programs in action are discussed. In addition, the booklet contains a section on developing and writing proposals for Federal support programs and a section on implementing programs. The intent of the publication is to provide a useful resource for persons planning projects in the areas of health, physical education, and recreation. An appendix includes listings of people or offices to contact for assistance in planning and preparing proposals. (DB)

**ED 035 477** RC 003 935  
Jones, J. A.

Variables Influencing Behavior in Indigenous Non-Western Cultures. Final Progress Report.

Arizona State Univ., Tempe. Dept. of Anthropology.

Spons Agency—Office of the Surgeon General (Army), Washington, D.C.

Pub Date 30 Jun 68  
Note—219p.

**EDRS Price MF-\$1.00 HC Not Available from EDRS.**

Descriptors—Adult Education Programs, \*American Indians, Anthropology, \*Behavior, Community Development, Community Recreation Programs, Construction Programs, \*Cultural Factors, Cultural Pluralism, \*Experimental Psychology, Mexican Americans, \*Motivation Techniques, Operant Conditioning, Religious Factors

Identifiers—\*Yaquis

A 5-year study was conducted to determine cultural behavior factors affecting community development. The site was a 40-acre tract within the community of Guadalupe, Arizona, and the principal subjects were 79 Yaqui Indian families. Thirty-three other Indian families (non-Yaqui) and 13 Mexican-American families also resided in the tract, producing observable cultural interactions. Experimentation was initiated through the Yaqui religious hierarchy, this being their only functional leadership structure. Principles of operant psychology and applied and cultural anthropology were utilized. Areas of development selected by the residents were recreation, adult education, and house construction. The Yaqui showed increased interest in community development, and 2 of the men exhibited significant leadership ability. Major factors affecting the work were a lack of leadership structure outside of their religion, cultural differences between participants, a reluctance to accept outside assistance, and a lack of motivation. (Not available in hard copy due to marginal legibility of original document.) (BD)

**ED 035 478** RC 003 936  
Bertrand, Alvin L. Beale, Calvin L.

The French and Non-French in Rural Louisiana. A Study of the Relevance of Ethnic Factors to Rural Development.

Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—Bull-606

Pub Date Dec 65  
Note—22p.

**EDRS Price MF-\$0.25 HC-\$1.20**

Descriptors—Academic Achievement, Anglo Americans, Bilingualism, \*Cultural Factors, \*Economic Factors, Educational Attitudes, Employment, Family (Sociological Unit), \*French, \*Language Role, Negroes, Occupations, Racial Composition, Religious Factors, \*Rural Development, Rural Education, Rural Population

Identifiers—\*Louisiana

Objectives of the study begun in 1960 were (1) to determine the nature and extent of socioeconomic and attitudinal differences between French and non-French ethnic groups in rural Louisiana, giving particular attention to education, income and employment, migration, levels of living, and social participation and (2) to note implications of the findings for groups interested in rural development. The interview sample comprised 648 households (408 in Evangeline Parish; 240 in Pointe Coupee Parish) reflecting 3 types of communities: (1) where French was the predominant language, (2) where English was the main language, and (3) where French and English were used fairly equally. The general level of education in both parishes was low by modern standards. Household heads who preferred to speak French at home averaged significantly fewer years of school. Employed household heads in the French districts were more likely to be farmers than those in mixed or English areas. Both parishes were low-income areas, and French speakers were most often in the low-income group. The French were preponderantly Roman Catholic; the non-French were largely Protestant. The study showed that the process of assimilation was under way at varying speeds and that the French would respond to programs representing economic and educational opportunity. (CM)

**ED 035 479** RC 003 938  
Blossom, Grace A.

The Reading Problem of the Bilingual Child and a Solution. Book English is a THIRD Language to Bilingual Students.

Pub Date 67

Note—22p.

Available from—Grace A. Blossom, 231 South Stapley Drive, Mesa, Arizona 85201 (\$1.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, American Indians, \*Bilingual Students, Elementary Grades, English (Second Language), \*English Instruction, Language Development, Mexican Americans, Primary Grades, Puerto Ricans, \*Reading Development, Reading Difficulty, Reading Skills, \*Spanish Speaking, \*Vocabulary Development

The problem encountered by bilingual students upon entering school is that they are confronted with 2 vocabularies: the group of words used for speaking and the group of words used for reading. This situation places them in a frustrating predicament because they are acquainted with only a limited amount of English. As students progress grade-wise, content materials become more difficult, sentences get more involved, vocabulary becomes progressively harder, and fewer pictures are included. By recognizing that a shift in vocabulary emphasis takes place between the primary and elementary levels, a part of the problem is isolated. Reading development requires an awareness that, to bilinguals, poses a problem comparable to a third-language situation. More difficult vocabulary, idiomatic English, and long involved sentences begin to appear at about the third-grade level. Thus, a teacher must prepare the students. For vocabulary development, the child's speaking vocabulary of 200 to 300 words can be utilized to define new words. Idiomatic English must be recognized by the teacher and presented to the students. Long and involved sentences can be reduced to simple spoken English as the vocabulary is understood. (CM)

**ED 035 480** RC 003 939  
[Minnesota Public School Survey Committee.

Summary of Phase I.]

Pub Date (Feb 69)  
Note—18p.

**EDRS Price MF-\$0.25 HC-\$1.00**

Descriptors—\*Aptitude Tests, Comparative Analysis, Family Environment, High School Students, \*Parental Background, \*Rural Schools,

Rural Urban Differences, \*School Size, Small Schools, Surveys, \*Urban Schools, Verbal Ability

Identifiers—\*Minnesota

Designated as Phase I of a larger follow-up study of high school graduates, the report presented a comparison of students' scores on the Minnesota Scholastic Aptitude Test (MSAT) by school size. The population for the study consisted of all high school juniors attending public high schools in Minnesota who had taken the MSAT during the 1966-67 school year. Analysis of the data indicated that there was a direct correlation between high school size and mean raw scores on the MSAT, with students in smaller school systems doing poorer on the MSAT than students in larger school systems. However, it was noted that the educational level of the father could have accounted for this correlation. Tabular material was presented on enrollments, test results, educational and occupational status of students' fathers, and family attitudes. (TL)

ED 035 481

RC 003 940

Upham, W. Kennedy. Lever, Michael F.

Differentials in the Incidence of Poverty in Texas. Departmental Information Report 66-9.

Texas A and M Univ., College Station. Dept. of Agricultural Economics and Sociology.

Spons Agency—Texas A and M Univ., College Station. Agricultural Experiment Station.

Report No.—DIR-66-9

Pub Date Dec 66

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Academic Achievement, Age Differences, Caucasians, \*Economic Disadvantage, Economic Factors, Employment Trends, \*Ethnic Groups, \*Low Income Groups, Mexican Americans, \*Minority Groups, Negroes, Rural Education, \*Rural Urban Differences, Sex Differences

Identifiers—\*Texas

The magnitude of the low-income population in Texas as compared with the rest of the nation was analyzed. Data were acquired from the 1960 U. S. Census of Population. Among the characteristics examined were rural and urban residence, occupation, age, sex, education of the family head, and ethnic background. The criterion used for designating poverty was income under \$3,000 per family. The conclusion reached was that poverty exists disproportionately among the poorly educated, rural residents (particularly farm operators and farm laborers), minority groups, and families whose heads are not likely to be employed. Identification of the poverty group suggested implications for action programs dealing with the two basic categories of people involved in poverty. Programs needed to be instituted for those for whom remedial action would provide more opportunities: Programs were needed for those who could not hope to raise their incomes by increased education or higher pay scales (e.g., persons receiving pensions, welfare, or social security). More research and vigorous application of existing knowledge were considered essential. (CM)

ED 035 482

RC 003 941

Drilling, Laverne. And Others

The Indian Relief Recipient in Minneapolis: An Exploratory Study.

Minnesota Univ., Minneapolis. Training Center for Community Programs.

Pub Date Aug 69

Note—60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors—Academic Achievement, Age Groups, \*American Indians, \*Dropouts, \*Heads of Households, \*High School Graduates, Marital Status, Military Service, Physical Handicaps, Sex Differences, Social Differences, Welfare Problems, \*Welfare Recipients

Identifiers—\*Minneapolis, Minnesota

Statistical sources for this exploratory study on the Indian relief recipient were "Indians in Minneapolis," "Indian Employment in Minneapolis," and a complete list of all Indian welfare recipients during March of 1969. The sources indicated that a disproportionate number of Minneapolis Indians were already on the city's relief records and that the Indian caseload would be growing more rapidly than any other ethnic caseload. Among the factors of individual Indian welfare recipients studied to isolate problem areas were sex distribution, age distribution,

marital status, education, age distribution by sex, marital status by sex, and active military duty of males. A comparison was made of high-school graduates as opposed to non-high-school graduates, relief recipients only, as related to year of first application for relief. There was some encouraging evidence that a high-school education is of use to the urban Indian since the Indian non-graduate needs assistance sooner and for a longer time. Other conclusions are listed, and recommendations are made. Findings of the agency personnel survey, designed to define problem areas as seen by agency personnel, are presented. A map depicting Indian relief clients per census tract is included. The document is appended with numerous tables relating to the factors studied. (CM/GC)

ED 035 483

RC 003 946

Mecham, Edward M.

The Role of Changing Woman and the Twins in the Navajo Origin Myth. An Effort to Correlate Navajo Legends With the Present Navajo Culture and Educational Needs.

Pub Date 69

Note—66p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors—\*American Indian Culture, \*Cultural Education, Educational Needs, Evolution, Instructional Materials, Legends, \*Moral Values, \*Mythology, \*Relevance (Education)

Identifiers—\*Navajos

The Navajo origin myth is discussed by comparing recorded versions of the story of Changing Woman and the Twins. The myth clarifies the significance of many present-day tribal ceremonies and customs and provides a basis for the traditional upbringing of the Navajo child. The Navajo defines wrong as "that which produces disharmony within society," and the basic precepts and injunctions against wrongdoing are contained in the mythology. Use of Navajo legends as instructional material promotes interest and motivation for learning in the Navajo child, just as an appreciation of Navajo mythology by the educator increases understanding of, and rapport with, his students. (JH)

ED 035 484

RC 003 947

Spolsky, Bernard. And Others

Analytical Bibliography of Navajo Reading Materials. Navajo Reading Study, Progress Report No. 3.

New Mexico Univ., Albuquerque.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.

Report No.—PR-3

Pub Date Nov 69

Note—45p.

EDRS Price MF-\$0.25 HC-\$2.35

Descriptors—\*American Indians, \*Bibliographies, Cultural Background, \*Elementary Grades, English (Second Language), Folk Culture, \*Language Development, Navaho, \*Reading Materials, Resource Materials, Secondary Grades

Identifiers—\*Navajos

English and Navajo language materials are described in this bibliography of reading materials primarily for elementary school students. The English language materials were developed to teach Navajo children about their own culture and could be used to form the base for a curriculum in English for Navajo students. The Navajo language materials were developed as part of a literacy program for Navajos in their native language. Ordering information and an author index are provided. (JH)

ED 035 485

RC 003 952

Flynn, John

La Raza: A Guide to the Heritage of Mexican Americans.

Pub Date Sep 69

Note—40p.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors—Acculturation, \*Cultural Background, \*Curriculum Development, History Instruction, \*Instructional Materials, \*Mexican American History, Secondary School Students, Spanish Americans, Study Guides, \*Teaching Guides

Identifiers—\*Southwestern States

Designed primarily for use with eleventh- and twelfth-grade students, this course outline is intended to guide teachers and students in planning a course in Mexican American history and culture. The guide begins with the early history of

Mexico and concludes with a contemporary history of Mexican Americans in the southwestern United States. Each page of the document is divided into three sections: (1) a historic outline, (2) suggested inquiries and activities to be used by the teacher in stimulating student discussion and research, and (3) related reference materials such as books, maps, and filmstrips. A bibliography containing recommended books, audiovisual materials, and teachers' reference materials is appended. (TL)

ED 035 486

RC 003 957

Maddox, Marion E. And Others

Part-Time Entry Job Survey of Prairie Grove, Arkansas.

Arkansas Univ., Fayetteville. Dept. of Vocational Education.

Spons Agency—Arkansas Research Coordination Unit for Occupational Education, Fayetteville.

Pub Date Jun 69

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Agricultural Occupations, Apprenticeships, Business Education, \*Cooperative Programs, \*Distributive Education, Employment Opportunities, Industrial Education, \*Occupational Guidance, Part Time Jobs, \*Rural Areas, School Industry Relationship, Tables (Data), \*Vocational Education

Identifiers—\*Arkansas

In June 1969, some 61 businessmen of Prairie Grove, Arkansas, were personally interviewed to determine the feasibility of establishing a standard supervised cooperative part-time education program for the students of the area. Thirty-six beginning jobs were available, with nearly half being in distributive occupations. The remaining openings were in 5 occupational categories: office, industry, general work, agriculture, and occupational home economics. A majority of would-be employers expressed an interest in participating in a cooperative program. An appendix to the document includes news releases about the program, a copy of the questionnaires used, and other materials pertinent to this exploratory study. (BD)

ED 035 487

RC 003 965

Workshop in Cross-Cultural Education. Summary Report and Project Evaluation.

ABT Associates, Inc., Cambridge, Mass.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 8 Jun 69

Note—228p.

EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors—\*American Indian Culture, \*Communication (Thought Transfer), Cultural Education, Minority Group Teachers, Participant Satisfaction, Program Evaluation, \*Role Perception, \*Student Teacher Relationship, Teacher Attitudes, \*Workshops

Identifiers—\*Bureau of Indian Affairs (BIA)

In June of 1969, a workshop in cross-cultural education was held at Stewart Indian School in Carson City, Nevada, for 331 educators of Indian children. Roles were reversed: most professional participants lived as students in a boarding school situation, and over half of the instructors were Indian high school students or recent graduates. The workshop curriculum included courses in Indian language, Indian culture, and teenage culture based on the assumption that pupil-teacher affective communication is the most important teacher-related variable in BIA schools. Two semantic differentials administered on the first and last days of the workshop relating to "How I See Indian Students" and "How I See Myself" indicated a positive change in participants' attitudes as a result of the workshop. This report describes the workshop planning and implementation and provides overall statistical breakdowns of participants' biographical characteristics and participants' workshop evaluations. Various appendices include course outlines, research findings, recommendations, and lists of staff and participants. [Not available in hard copy due to marginal legibility of original document.] (JH)

ED 035 488

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RC 003 966

Phillip and His Family.

Shiprock Independent School District Number 22, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.



Pub Date 68

Note—243p.

EDRS Price MF-\$1.00 HC-\$12.25

Descriptors—\*American Indians, English (Second Language), Instructional Materials, Language Instruction, \*Non English Speaking, \*Oral English, Pictorial Stimuli, Preschool Children, \*Teaching Guides, Teaching Procedures, \*Vocabulary Development

Identifiers—\*Navajos

A teaching guide, developed for an oral English program for non-English-speaking children, uses the familiar social setting of the Navajo Indian child as a basis for instruction. Pictures are used for conversation and vocabulary development and for helping the child develop his self-concept by presenting experiences with which he can identify. The guide employs 4 basic steps in teaching oral English: presentation, imitation, repetition, and substitution. Objectives, vocabulary, and basic sentence structures are presented for each unit. Teaching procedures and related activities are described in each lesson within the unit. A bibliography of suggested enrichment materials is included. (JH)

ED 035 489

RC 003 970

Crow, Eleanor G.

**A Time for Change and Challenge: Civil Rights in Colorado, 1966-1969.**

Colorado Civil Rights Commission, Denver.

Pub Date 69

Note—241p.

EDRS Price MF-\$1.00 HC-\$12.15

Descriptors—\*American Indians, \*Civil Rights, \*Civil Rights Legislation, \*Economically Disadvantaged, \*Educational Disadvantage, Educational Opportunities, Employment Opportunities, Housing Discrimination, Majority Attitudes, \*Minority Groups, Minority Group Teachers, Negroes, Social Discrimination, Spanish Americans

Identifiers—Colorado

The minority groups of Colorado—past, present, and future—are investigated in detail in this report by the Civil Rights Commission of Colorado. The commission uses the 1967 U. S. Civil Rights Commission report and the Kerner Report to clarify the problems of minority groups and to establish a foundation for programs combating these problems. Minority groups are defined, and specific problems, complaints, and actions taken are examined. One appendix to the document probes the 1968-69 Ethnic Census of Colorado's Institutions of Higher Learning; tables indicate the total number of faculty and students (full- and part-time) involved in higher education and break down the results according to ethnic group representation (Negro, Hispano, Oriental, or American Indian). Other appendices are included. (DB)

ED 035 490

RC 003 980

**Progress of Education in the Asian Region: A Statistical Review.**

United Nations Educational, Scientific, Cultural Organization, Bangkok (Thailand).

Pub Date 69

Note—216p.

EDRS Price MF-\$1.00 HC-\$10.90

Descriptors—Academic Achievement, Bibliographies, Demography, \*Educational Development, Educational Facilities, \*Educational Finance, \*Enrollment, Expenditures, Illiteracy, Instructional Staff, \*Rural Areas, \*Statistical Data, Teacher Qualifications

Identifiers—\*Asia

Statistical data for the period 1950-1965, with some data up to 1967, are examined for implications for educational development of the rapidly expanding school-age population in Asia. The quantitative aspects of educational progress comprise the bulk of the review, with qualitative factors discussed in context with future planning. Numerous tables present information on population, area, illiteracy, educational attainment, enrollment, teaching staff, educational institutions, and educational expenditures in Japan and in the 18 countries which have instituted the Karachi Plan for universal compulsory education. A bibliography of documents available at the United Nations Educational, Scientific, and Cultural Organization's Regional Office of Education in Asia concludes the report. (BD)

ED 035 491

RC 003 984

Russell, Jacqueline

**A Resident Outdoor Education Program for Public Schools. Goals and Objectives.**

New Jersey State School of Conservation, Branchville.

Pub Date Nov 67

Note—3p.

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—\*Curriculum Enrichment, \*Educational Objectives, \*Environmental Education, Multisensory Learning, Natural Resources, \*Outdoor Education, Recreational Activities, \*Resident Camp Programs, Social Experience

A resident outdoor education experience for public schools enhances all areas of the curriculum and breaks down barriers between the various disciplines. Learning is more rapid and retention is greater because outdoor learning experiences involve all of the child's senses. Resident outdoor programs improve communications between teacher and student and promote group interaction in all phases of daily life. Objectives of such a program are to sensitize the child to a natural environment, to increase his capacity for observation and learning, to develop a sense of responsibility toward natural resources, and to provide outdoor recreational experiences. (JH)

ED 035 492

RC 003 991

**Suggested Bibliography for Outdoor Education and Camping.**

New Jersey State School of Conservation, Branchville.

Pub Date Jan 67

Note—5p.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—\*American Indian Culture, Art, \*Bibliographies, Camping, \*Conservation Education, \*Environmental Research, Handicrafts, Nature Centers, \*Outdoor Education, Physical Education, Program Administration, \*Resource Materials, Therapeutic Environment

Seventy-seven books and articles published between 1939 and 1964 are listed in this bibliography for students and teachers of outdoor education. The entries are listed alphabetically under the following subject headings: outdoor education, conservation, administration, aquatics, archery, arts and crafts, Indian lore, nature study, riding, rifle, and therapeutic camping. (DK)

ED 035 493

RC 003 994

Kirk, John J.

**Outdoor Education—Its Origin and Purpose.**

Pub Date Mar 68

Note—16p.; Address delivered at Conference on Outdoor Education (Toronto, Ontario, Canada, March 1968)

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors—Conferences, Conservation Education, \*Curriculum Enrichment, Environmental Education, Field Experience Programs, History, Inservice Programs, \*Outdoor Education, \*Program Descriptions, Program Planning, \*Speeches, Teacher Education

Outdoor education is potentially a powerful tool for teaching children about conservation, the beauty of nature, the interrelatedness of the natural and social sciences, and the meaning of life. These goals are not accomplished through an emphasis on any single aspect of the curriculum, but rather through all subject areas. This has resulted in development of integrated curricula from kindergarten through twelfth grade in the few schools which have been able or willing to provide a coherent ongoing program. One of the major obstacles confronting schools is the cost of establishing an outdoor education program. However, even when financial problems are surmounted, staffing problems remain since few teachers are trained to utilize the natural resources available to them. In order to provide a framework for understanding its present status, a brief history of outdoor education and descriptions of some existing outdoor education programs are presented. In addition, outlines for inservice and university programs to train teachers are suggested. (TL)

ED 035 494

RC 003 996

Crawford, Jack And Others

**Language Games in the Yakima Valley. Final Report.**

Center for the Study of Migrant and Indian Education, Toppenish, Wash.

Spons Agency—Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Pub Date Jul 69

Note—19p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*American Indians, Curriculum Enrichment, \*Disadvantaged Youth, Educational Objectives, Educational Problems, \*English Programs, Games, \*Language Development, Mexican Americans, \*Migrant Child Education, Migrant Problems, Negro Youth, Program Evaluation, Statistical Data, \*Teacher Aides

Identifiers—\*Washington, Yakima Valley

English language development is a major educational problem of children of migrant agricultural workers and of native Indians. A program is described which utilized Teaching Research Language Development materials so they could be taught by teacher aides. The materials, commonly known as "Language Games," were structured in order that the children participating could help to teach one another. By 16 weeks, based on an average of 15 minutes per day, 4 times per week, significant increases in learning performances were noted, and continued use of games is expected to result in even more effective increases in language expression. The process of choosing children and teacher aides to participate in the program is described. The intensive training program with aides working directly with children is reviewed. Methods of program evaluation are also discussed. [Not available in hard copy due to marginal legibility of original document.] (SW)

ED 035 495

RC 003 997

Begay, Blanche Bizaholoni

**Does Your Child Have a Future?**

Northern Arizona Univ., Flagstaff. Dept. of Home Economics.

Pub Date 67

Note—22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors—\*American Indians, Attendance, \*Educational Benefits, \*Educational Retardation, \*Enrollment Influences, Navaho, \*Parent Attitudes, Parent School Relationship

Identifiers—\*Navajos

In an attempt to encourage school attendance of Navajo children at an early age, this booklet was prepared to improve the attitudes of many Navajo parents toward education. Objectives of the booklet are to motivate parents to send children to school at age 6; to inform parents of possible disadvantages of age-retarded beginning students; to improve lines of communication between the school and parents; and to present a pleasant but realistic picture of school. Pictures of school-related activities are accompanied by textual material in both English and Navajo languages. (JH)

ED 035 496

RC 004 000

Metheny, Eleanor

**The Creative Process in Sports & Dance.**

Central District Association for Physical Education of College Women, Estes Park, Colo.

Pub Date Oct 68

Note—61p.; Speech delivered at Fall Conference Proceedings of the Central District Association for Physical Education of College Women (Estes Park, Colorado, October 4-5, 1968)

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—\*Abstract Reasoning, \*Athletics, Concept Formation, Conference Reports, Creative Teaching, \*Creativity, \*Dance, Exercise (Physiology), Nonverbal Communication, \*Physical Education, Recreation, Symbolic Learning, Teaching Techniques

An examination was made into the problems of development of creative reasoning. Historical comments regarding the probable development of creative thought were amplified by glimpses into the lives of several mythical prehistoric characters. Contemporary classroom techniques designed to stimulate creative thought were presented for use in the areas of dance, sports, and physical education. Moreover, the student was encouraged to verbalize these thoughts and the feelings experienced while searching for meaning during the creative process. Examples of several student responses to the techniques demonstrated their effectiveness. (BD)

ED 035 497

RC 004 002

Hassinger, Edward W.

**Background and Community Orientation of Rural Physicians Compared with Metropolitan Physicians in Missouri. Series in Rural Health, No. 19.**

Missouri Univ., Columbia. Coll. of Agriculture.

Report No.—R-Bull-822

Pub Date Aug 63

Note—64p.

EDRS Price MF-\$0.50 HC-\$3.30



**Descriptors**—Community Role, \*Educational Background, \*Family Background, Interviews, Medical Schools, \*Occupational Mobility, \*Physicians, Rural Population, \*Rural Urban Differences, Social Status, Statistical Data  
**Identifiers**—\*Missouri

Backgrounds of rural medical doctors were compared with those of osteopathic doctors, metropolitan medical doctors in general practice, and metropolitan doctors in specialties in order to establish factors contributing to the unbalanced distribution of physicians in society. Interview data were obtained from all physicians in a 20-county rural area and from a sample of physicians in a metropolitan center. Two major background factors were studied: (1) family occupational background and (2) location of physician at selected points in his life. All doctors, regardless of resident-type, tended to have fathers in upper-status occupations, with the exception that more metropolitan specialists were recruited from lower status occupational backgrounds than other resident-types. During their youth, rural medical and osteopathic doctors had predominantly rural backgrounds; metropolitan doctors came from urban areas. Low mobility existed among all physicians, with highest mobility among osteopathic doctors and lowest among metropolitan specialists. Rural physicians were more involved in community life than metropolitan doctors, and there was very little difference between community involvement of medical doctors and osteopathic doctors. Due to more hospitals and increased technology in rural areas, the rural and urban medical practices have begun to show greater similarities. (AN)

**ED 035 498** RC 004 005  
**Research Related to Camping. Proceedings of Workshop on Research Related to Camping (Martinsville, Indiana, March 21-23, 1963).**

American Camping Association, Martinsville, Ind. Pub Date 64

Note—104p.

**EDRS Price MF-\$0.50 HC-\$5.30**

**Descriptors**—Administrator Role, Attitudes, Camp Counselors, \*Camping, Conference Reports, \*Environmental Influences, Information Dissemination, \*Outdoor Education, \*Planning, Psychological Studies, Recreation, \*Research Methodology, Research Utilization, Site Development, Tests

**Identifiers**—\*American Camping Association

The factors of camp environment are examined from the point of view of the psychologist and the camp director to determine relevant factors for study. Research methods now being utilized in the areas of staff selection, camper attitudes, site management, and administrative programming are discussed. The primary roles of the camp director are presented and include defining problems for the researcher and making the camp available for studies. The researcher's responsibilities include experimental design, interpretation of results, and utilization of interdisciplinary data. In conclusion, the potential role of the American Camping Association is discussed in terms of assistance in financing, coordination and stimulation of research, and dissemination of research findings (BD)

**ED 035 499** RC 004 006  
**[Bibliography of Studies and Research in Camping and Outdoor Education and Supplement.]**

American Camping Association, Martinsville, Ind. Pub Date [64]

Note—87p.

**EDRS Price MF-\$0.50 HC-\$4.45**

**Descriptors**—Administration, \*Annotated Bibliographies, \*Camping, \*Conservation Education, Curriculum, Doctoral Theses, Masters Theses, \*Outdoor Education, Personnel, \*Recreation, Values

**Identifiers**—\*American Camping Association (ACA)

Following discussions on the need for research in outdoor education and on the American Camping Association's program of research, over 1,000 partially annotated bibliographic entries published between 1909 and 1964 are presented. The listings are divided into 4 sections: theses and dissertations; studies sponsored by local community welfare councils, community chests, and united funds; research sponsored by national organizations and governmental agencies; and studies by individuals and institutions. The entries are cross-referenced in a topical index. (DK)

**ED 035 500** RC 004 013  
**Employment, Unemployment, and Low Incomes in Appalachia.**

Pennsylvania State Univ., University Park. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C. Economic Research Service.

Report No.—AER-73

Pub Date May 65

Note—54p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

**EDRS Price MF-\$0.25 HC-\$2.80**

**Descriptors**—Demography, \*Depressed Areas (Geographic), Economic Change, \*Economic Disadvantage, Educational Disadvantage, Employment Opportunities, Employment Trends, \*Income, Job Market, Low Income Groups, Manpower Utilization, \*Rural Areas, \*Unemployment

**Identifiers**—\*Appalachia

A detailed study of Appalachia based, on the 1950 and 1960 census records, concentrates on the economic conditions existing in the area and considers possible solutions to the problems. Economic considerations of Appalachian sub-areas include low income, unemployment, composite patterns of low income and unemployment, employment, and implications of these patterns for the future of the area. The report indicates a dire need for more studies in depressed areas. Constant updating, as stated in this report, is essential to planning effective and efficient programs for combating poverty problems. The study includes several maps and charts to aid in understanding the problems, plus four appendices of statistical data. (DB)

**ED 035 501** RC 004 016

Gerard, Harold B.

**Factors Contributing to Adjustment and Achievement. Progress Report.**

California Univ., Los Angeles. Dept. of Psychology.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date May 69

Note—19p.

**EDRS Price MF-\$0.25 HC-\$1.05**

**Descriptors**—Academic Achievement, Adjustment (to Environment), \*Anglo Americans, \*Attitudes, Comparative Analysis, Cultural Differences, Developmental Tasks, Elementary Grades, Kindergarten, \*Mexican Americans, Minority Role, \*Negro Students, Psychological Tests, \*Racial Differences, School Integration

A longitudinal study to determine the conditions surrounding the integration of Negroes, Mexican Americans, and Anglos in the Riverside Unified School District in Riverside, California, began in school year 1965-66. The sample included students in kindergarten through grade 6. A sample of kindergarten students was added to the original sample during the 1968-69 school year. A series of test batteries measuring achievement-related attitudes was administered to the entire sample. Attitude measures included (1) an ethnic pictures test, (2) a delay-of-gratification test, (3) a dissonance reduction test, (4) field dependence-independence as measured by an adaptation of Witkin's (1954) rod and frame test, (5) aspiration level as measured by a ring toss game, (6) sociometric analysis, and (7) the Children's Apperception Test. Ethnic differences were reported for all attitudinal measures except delay-of-gratification. An additional survey, assessing Black militancy in the junior high school, is planned for the 1968-69 school year. A related document is ED 021 652. (TL)

**ED 035 502** RC 004 017  
**Proceedings of a Symposium on the Educational Process and Social Change in a Specialized Environmental Milieu.**

Alberta Univ., Edmonton. Boreal Inst.

Spons Agency—Canadian Dept. of Indian Affairs and Northern Development, Ottawa (Ontario).

Report No.—OP-4

Pub Date 68

Note—84p.; Papers presented at the Alaskan Science Conference (19th, Whitehorse, Yukon, Canada, August 28-30, 1968)

Available from—The Book Store, The University of Alberta, Edmonton, Alberta, Canada (\$2.00)

**EDRS Price MF-\$0.50 HC-\$4.30**

**Descriptors**—Acculturation, \*American Indians, Community Change, \*Environmental Influences, Eskimos, Geographic Regions, Group Intelligence Testing, \*Psychoeducational Processes, \*Rural Education, \*Social Change, Social Isolation, Symposia, Tables (Data)  
**Identifiers**—\*Northern Regions

Four papers examine theoretical and practical aspects of educational problems found in the northern regions of the world, the two major problems being that vast distances separate the small communities and that there are great differences between living patterns of native inhabitants and those patterns demanded by modern society. "The Role and Impact of the Educational Program in the Process of Change in Canadian Eskimo Communities" describes some basic changes in Canadian Eskimo social patterns. "The Influence of the School on Acculturation with Special Reference to Greenland" considers 4 aspects of the school system in dealing with acculturation significance of socialization of children. "Educational Process and Social Change in the Northern Environment" points out that recent findings in the behavioral sciences might be brought to bear on the educational process in northern regions. "Educational Potential of Northern Canadian Native Pupils" outlines a model of the nature and development of intellectual abilities, presents evidence of general intellectual potential and differential abilities of Eskimo and Indian-Metis pupils, and considers 6 psychological influences likely to affect development of various cognitive abilities in different cultures. (SW)

**ED 035 503** RC 004 018

**The Status of Spanish-Surnamed Citizens in Colorado. Report to the Colorado General Assembly.**

Colorado Commission on Spanish-Surnamed Citizens, Denver.

Pub Date Jan 67

Note—141p.

**EDRS Price MF-\$0.75 HC-\$7.15**

**Descriptors**—\*Attitudes, Civil Rights, Delinquency, Demography, \*Economically Disadvantaged, Educationally Disadvantaged, Employment, Health Conditions, Housing, \*Low Income Groups, \*Social Problems, Socioeconomic Status, \*Spanish Americans, Spanish Culture, Statistical Data  
**Identifiers**—\*Colorado

The purpose of this 1967 report sponsored by the Colorado Commission on Spanish-Surnamed Citizens was to study statistical, sociological, and psychological data pertaining to current problems, conditions, and needs of Spanish-surnamed residents of Colorado. The data were derived primarily from analysis of existing studies and the 1950 and 1960 census reports; from government records; and from interviews with public officials, Spanish-surnamed leaders, and other appropriate individuals. In addition, mail surveys were conducted with various agencies, and spot interviews were conducted with Spanish-surnamed citizens. Data were obtained on (1) the Spanish-surnamed population of Colorado, (2) economic status of the Spanish-surnamed, (3) education, (4) crime and delinquency, (5) health, (6) legal aid needs, and (7) housing. It was concluded that serious deprivation exists within the Spanish-surnamed population in the areas of income, employment, education, health, mental health, housing, respect for law, and legal aid. Furthermore, it was noted that these problems could get worse with the next generation unless the cycle of deprivation is broken. (TL)

**ED 035 504** 88 RC 004 022

**Feasibility of Summer Employment of Teachers.**

Clark County School District, Las Vegas, Nev. Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplemental Centers.

Report No.—DPSC-67-3922

Pub Date Dec 69

Note—23p.

**EDRS Price MF-\$0.25 HC-\$1.25**

**Descriptors**—\*Curriculum Development, Employee Attitudes, Employer Attitudes, \*Employment Opportunities, Employment Statistics, Program Development, Rural Education, \*Small Schools, \*Summer Programs, Summer Schools, \*Teacher Education, Teacher Salaries  
A teacher staff of 21 was employed for 6 to 8 weeks during the summers of 1967, 1968, and 1969 at Virgin Valley, Nevada, with funding pro-

vided by the Elementary and Secondary Education Act (Title III). The purpose of the study was to determine the feasibility of summer employment for teachers by the school system. Project design called for 3 groups of 7 teachers each to work on curriculum development, to attend summer school, or to teach summer school. The groups rotated each summer to a different function. Findings indicated positive benefits in curriculum development and subsequent utilization, professional growth through additional training, and increased educational opportunities for the community through the availability of summer school. Improved relations were noted between faculty, administration, and the community. The conclusions were derived from a teacher questionnaire, an administrator questionnaire, salary statistics, and data from the National Education Association on extra income. (BD)

**ED 035 505** RC 004 028

Burkett, W. Keith Thompson, James F.  
[Low Incomes of Rural People: The Nature and Extent of the Problem in a South-Central Kentucky Area and Statistical Supplement.]  
Kentucky Univ., Lexington. Agricultural Experiment Station.

Spons. Agency—Department of Agriculture, Washington, D.C. Economic Research Service.  
Pub Date 65  
Note—89p.

**EDRS Price MF-\$0.50 HC-\$4.55**

Descriptors—Demography, \*Economically Disadvantaged, Economic Factors, \*Educational Background, Employment Patterns, \*Family Characteristics, Industry, Low Income Groups, Off Farm Agricultural Occupations, \*Rural Economics, Rural Education, Rural Family, \*Rural Farm Residents

Identifiers—\*Kentucky

A random block sample of approximately 600 heads of households was interviewed about farm and other economic activities. Open-country households, nonfarm as well as farm, were included. Two-thirds of the individuals interviewed had net incomes under \$2,000. Characteristics of household heads such as color, sex, and age did not adequately explain the widespread low incomes. While 60 percent of the household heads had less than an eighth-grade education, income differences within the area were not closely related to level of education. Results of the study indicated that most of the existing low-income households could best be helped only in their present location. Combined management and credit programs and nonfarm training and assistance in finding jobs appeared to be the areas of need. The adequacy and suitability of welfare programs were not covered in this study. A statistical supplement to the bulletin contains some tables of data used in the study. (DK)

**ED 035 506** RC 004 030

Schwarzeller, Harry K.  
Career Placement and Economic Life Chances of Young Men from Eastern Kentucky.  
Kentucky Univ., Lexington. Agricultural Experiment Station.

Spons. Agency—Department of Agriculture, Washington, D.C. Economic Research Service.  
Report No—Bull-686  
Pub Date Jan 64  
Note—18p.

**EDRS Price MF-\$0.25 HC-\$1.00**

Descriptors—\*Counseling Programs, Dropouts, \*Economic Disadvantage, \*Educationally Disadvantaged, Employment Level, Employment Opportunities, Guidance, Low Income Counties, Migrant Problems, Occupational Guidance, \*Occupational Mobility, \*Rural Population, Social Status

Identifiers—\*Southern Regional Research Project S 44

Young men enrolled in the eighth grade during the 1949-50 school year in 11 eastern Kentucky counties were subjects of a follow-up study on the effects of migration and education on careers and opportunities. The study was limited to those individuals residing in the same 11 counties plus the Ohio Valley-Kentucky area. Some 307 subjects were interviewed during the summer of 1960. The document compares, in narrative and statistical fashion, the career levels of non-migrants to those who migrate to industrial areas. In addition, migrant and nonmigrant comparisons are made considering the educational attainment effect on career opportunities. It is concluded

that a young man who remains in eastern Kentucky enhances his economic life chances by completing high school; if he migrates, however, a high school education seems to have little effect on his level of living. A related document is ED 027 129. (DB)

**ED 035 507** RC 004 031

A Prospectus for Rural Education in Alaska.  
Alaska State Dept. of Education, Juneau.

Pub Date Jan 69

Note—23p.

Available from—Alaska Department of Education, Office of Research and Publications, Pouch F, Juneau, Alaska 99801 (\$1.00)

**EDRS Price MF-\$0.25 HC-\$1.25**

Descriptors—Construction Costs, \*Construction Needs, Educational Planning, Educational Programs, \*Enrollment Projections, Enrollment Trends, Eskimos, \*Operating Expenses, \*Regional Planning, Regional Schools, Residential Schools, Rural Areas, \*Rural Schools, School Policy

Identifiers—\*Alaska

"An Overall Education Plan for Rural Alaska" was published in 1963, revised in 1966, and subsequently revised and printed in 1968. The purpose of the present booklet, published in 1969, is to develop in more detail the conditions and agreements found in the previous publications and to document recommendations made by a congressional delegation, officials from the Bureau of Indian Affairs, state representatives, and native leaders. Two concepts are suggested for meeting rural Alaska's educational needs: large regional high schools and area secondary or junior high schools. For analysis purposes, Alaska is divided into 6 regional areas. Enrollment figures, trends, and projections are offered. Recommendations for the location of regional schools, estimated construction costs, operating expenses for rural schools, and Alaska's boarding home program are discussed. Information is given on boarding student policy and on educational programs designed to meet Alaska's needs. A related document is ED 026 194. (SW)

**ED 035 508** RC 004 032

The Small School Library.  
Alaska State Dept. of Education, Juneau.

Pub Date 67

Note—18p.

Available from—Alaska Department of Education, Office of Research and Publications, Pouch F, Juneau, Alaska 99801 (\$2.00)

**EDRS Price MF-\$0.25 HC-\$1.00**

Descriptors—\*Cataloging, \*Classification, \*Library Acquisition, Library Guides, Library Materials, Library Skills, \*School Libraries, \*Small Schools

Identifiers—\*Alaska

Three sets of library arrangement guidelines are given for the small-school teacher. These guidelines relate to (1) order and receipt of materials, (2) classification and cataloging, and (3) care and repair of books. Details are given for establishing the card catalog, arranging books according to Dewey Classification, and organizing non-book materials. The manual also includes a bibliography of publications which will aid the teacher/librarian in acquisition and classification of library materials. (AN)

**ED 035 509** RC 004 033

Rowan, Helen  
The Mexican American.

Spons. Agency—Commission on Civil Rights, Washington, D.C.

Pub Date 68

Note—70p.

**EDRS Price MF-\$0.50 HC-\$3.60**

Descriptors—Acculturation, \*Civil Rights, Disadvantaged Groups, \*Economically Disadvantaged, \*Educationally Disadvantaged, \*Mexican Americans, Self Esteem, Social Discrimination, \*Social Problems

The purpose of this paper, prepared for the U. S. Commission on Civil Rights, is to indicate the types and ranges of problems facing the Mexican American community and to suggest ways in which these problems are peculiar to Mexican Americans. Specific examples are cited to illustrate major problems and personal experiences. Topics covered in the report are (1) civil rights and the administration of justice, (2) education, (3) employment, (4) public policies and agencies for assisting the Mexican American, and (5) the

Mexican American's growing sense of identity. In addition, a brief history of the Mexican American community is presented. (TL)

**ED 035 510** RE 002 322

Smith, Dorothy Gaston  
Psychological Correlates of Reading Deficiency: Etiological and Normative Comparisons.

Pub Date 6 Mar 69

Note—17p.; Paper presented at the conference of the Association for Children with Learning Disabilities, Fort Worth, Texas, March 6-8, 1969

**EDRS Price MF-\$0.25 HC-\$0.95**

Descriptors—Arithmetic, \*Auditory Perception, Etiology, Group Norms, \*Lateral Dominance, \*Memory, Neurological Defects, Reading Diagnosis, Reading Research, \*Retarded Readers, \*Visual Perception

A group of 34 subjects each with a reading deficiency of 1 year or more were studied on the following variables: visual perception, arithmetic, memory, auditory perception, and laterality. The age range was from 8 to 13 years, with a mean grade deficiency of 1.93 years. Using the Minnesota Percepto-Diagnostic test as the diagnostic instrument, the subjects were assigned to one of three reading categories: primary retardation, secondary retardation, or retardation due to brain injury. The study was divided into two problems. The first compared the three reading categories on each variable by analysis of variance and by t tests. Auditory recall and consistency of direction in drawn figure placement were associated with brain injury. The second problem compared the three reading categories with normative populations on each of the variables by means of t tests. The primary group was not significantly different from the normative populations on any of the variables. Difficulty with arithmetic was found to be associated with secondary reading retardation, and poor auditory recall was associated with brain injury. A continuum of organicity underlying all three diagnostic categories was suggested. References are included. (Author/WB)

**ED 035 511** RE 002 343

Harris, Albert J. Morrison, Coleman

The CRAFT Project: Final Report of a Three-Year Project on Teaching Reading to Disadvantaged Urban Negro Children.

City Univ. of New York, N.Y. Div. of Teacher Education.

Spons. Agency—New York City Board of Education, Brooklyn, N.Y.; Office of Education (D-HEW), Washington, D.C.

Report No—RR-68-7

Pub Date 26 Apr 68

Note—7p.; Paper presented at the International Reading Association conference, Boston, Mass., April 24-27, 1968

**EDRS Price MF-\$0.25 HC-\$0.45**

Descriptors—Basic Reading, \*Beginning Reading, \*Disadvantaged Youth, Followup Studies, Grade 1, Grade 2, Grade 3, Language Experience Approach, \*Negro Students, Reading Achievement, Reading Instruction, \*Reading Research, Reading Skills, \*Urban Schools

The reading progress of disadvantaged urban Negro children was investigated over a 3-year period in the Comparing Approaches in First-Grade Teaching with Disadvantaged Children (CRAFT) Project in New York City. Reading was taught by two basic approaches, skills centered and language experience. The former included a basal reader method and a phonovisual method (basal reader and a phonics program). The language experience approach included two variants, a regular language experience method and a language experience audiovisual method. In the original study, 1,141 pupils participated through the first grade, 656 through the second grade, and 1,128 through the third grade. In a replication study 680 pupils participated through the first grade and 402 through the second grade. No third graders were included. The class was used as the statistical unit when appropriate. Significance of difference was tested by analysis of variance and by t-tests. The major finding was that differences in class mean reading scores within each method were much larger than differences between means for the approaches and the methods. Residual effects of the study, recommendations for the future, and references are included. (WB)



ED 035 512 RE 002 344

Morrison, Coleman Harris, Albert J.  
Effect of Kindergarten on the Reading of Disadvantaged Children.

City Univ. of New York, N.Y. Div. of Teacher Education.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.; Office of Education (DHEW), Washington, D.C.

Report No.—RR-68-12

Pub Date Jun 68

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—\*Achievement Tests, Basic Reading, \*Beginning Reading, \*Disadvantaged Youth, Grade 1, Grade 2, Grade 3, Kindergarten, Language Experience Approach, \*Negro Students, Reading Programs, Reading Research, Reading Skills, Standardized Tests, \*Urban Schools

The reading achievement of children with and without kindergarten experience was investigated as part of the Comparing Reading Approaches in First Grade Teaching (CRAFT) Project in New York City. Children in grades 1 and 2 were taught reading by one of two approaches, skills centered or language experience. Within the former approach, two methods were used: basal reader or phonovisual (basal reader plus a phonics program). The latter used a regular language experience method or a language experience audiovisual method. No control was exerted over the approach or method used during third grade. The Stanford Achievement Test was administered to 416 kindergarten and 168 non-kindergarten children at the end of grade 1. The Metropolitan Achievement Test was administered to the same group at the end of grade 2. At the end of grade 3, 329 kindergarten and 114 non-kindergarten children were given the Metropolitan Achievement Test. The individual pupil was used as the statistical unit. Results indicated that the type of experiences provided Negro urban disadvantaged children in the New York public school kindergarten appeared to be beneficial only for those who had subsequent reading instruction in a language experience program. Their largest gains were made in grade 3, indicating delayed effects for this approach. References and tables are included. (WB)

ED 035 513 24 RE 002 345

Mosberg, Ludwig And Others

The Relation Between Cloze and Multiple-Choice Test Scores as a Function of Relative Paragraph Difficulty and Grade Level.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-6

Bureau No.—BR-6-2865

Pub Date 1 Jul 68

Contract—OEC-4-7-062865-3073

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Analysis of Variance, \*Cloze Procedure, Comparative Testing, Grade 5, Grade 8, \*Measurement Techniques, \*Multiple Choice Tests, Reading Comprehension, Reading Level, Reading Materials, \*Reading Research, \*Reading Tests, Test Selection, Validity

The relationship between cloze and multiple-choice tests as measures of reading comprehension at two grade levels, fifth and eighth, was investigated. The reading passages used in the testing were at difficulty levels either 2 years below, 2 years above, or at the subjects' grade level. The final subject sampling included 708 students from each grade. Each of the 35 fifth-grade classes and 32 eighth-grade classes were randomly assigned to either cloze or multiple-choice tests. The California Achievement Test was given to all subjects before the study began. Independent variables considered were the type of test, the grade level, and the passage difficulty. An overall analysis of results showed the cloze test to be sensitive to grade levels but less sensitive to change in passage difficulty. The two tests overlapped in measuring some parts of comprehension, but the multiple-choice tests measured more. It was concluded that caution should be used when applying cloze test scores as measures of comprehension until detailed analyses show what the cloze procedure is measuring and the grade and difficulty ranges for which it is appropriate. References are included. (NH)

ED 035 514 24 RE 002 346

Potter, Thomas C.

A Taxonomy of Cloze Research, Part I: Readability and Reading Comprehension.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR1

Bureau No.—BR-6-2865

Pub Date 1 Jun 68

Contract—OEC-4-7-062865-3073

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—\*Cloze Procedure, Evaluation Methods, Language Research, \*Measurement Techniques, Methodology, \*Readability, Reading Comprehension, \*Reading Research, \*Research Tools, Test Construction, Test Reliability, Test Validity

An overall look is taken at the cloze research method as a new tool for measuring readability. The construction of a cloze readability test is described as well as several studies made on the reliability and validity of such tests. Included also are some methodological considerations to be kept in mind when constructing a cloze test. Data is reported from some cloze technique investigations, using children from first grade through high school and adults from a variety of populations, which suggest that the cloze technique is applicable to many types of communication and that it can be used to discriminate among the readability levels of passages and among the reading comprehension levels of readers. A description is given of the most valid and reliable cloze test for measuring passage difficulty as shown by research. It is suggested that more research must be done in several fundamental areas about this relatively new technique and that there are several new areas in which the technique may be used. A bibliography is included. (NH)

ED 035 515 24 RE 002 349

Lott, Deborah

Visual Word Recognition: Its Implications for Reading Research and Instruction.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-17

Bureau No.—BR-6-2865

Pub Date 7 Jul 69

Contract—OEC-4-7-062865-3073

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—Language Skills, Optical Scanners, \*Reading Instruction, Reading Processes, \*Reading Research, Redundancy, \*Visual Discrimination, Visual Perception, \*Word Recognition

Little research has been done to explain just why words are recognized more easily than letters alone; although, this phenomenon has been accepted widely by educators. Therefore, a model of the processes involved in word recognition and suggestions concerning how these processes can be put to use in reading instruction are presented. The model describes word recognition as a feature-scanning process in which relevant cues, called distinctive features, are analyzed and synthesized. A description of the scanning process is given with its distinctive features defined. Explanations of how a skilled reader uses feature combinations to recognize letters and words and how such a reader uses the redundancy in a word or letter sequence are also offered. Graphs and a bibliography are included. A discussion of variables which influence the legibility of print is appended. (NH)

ED 035 516 24 RE 002 350

Lott, Deborah And Others

Functional Equivalence of Feature Combinations in the Visual Identification of Words.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 15 Aug 68

Contract—OEC-4-7-062865-3073 BR-6-2865

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—Printing, Reading Comprehension, Reading Difficulty, Reading Materials, \*Reading Research, Reading Tests, \*Visual Discrimination, \*Word Recognition

A proposal that the normal reader does not pay attention to individual letters but to sets of features which are characteristic of a word as a whole is presented and tested in this investigation. It was hypothesized that the reader learns (1) to extract distinctive feature information simultaneously from several parts of the configuration and (2) to integrate this information for identification of the whole. Two hundred and sixteen college students were given booklets with six 150-word passages of text. Each passage was printed in one of six typographic styles making use of upper and lower case letters. The subjects were asked to locate 20 words in each passage. The results of the experiments supported the hypothesis that disruption in the total look of the word does not interfere with the reader's ability to identify that word unless discriminability of elements is disrupted, as in the passages where the size of the individual letters was mixed. Even then, the readers coped well with the disruptions. References are included. (NH)

ED 035 517 24 RE 002 351

Lott, Deborah Cronnell, Bruce

The Use of Redundancy by Beginning Readers.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR13

Bureau No.—BR-6-2865

Pub Date 3 Apr 69

Contract—OEC-4-7-062865-3073

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Adults, Consonants, \*Illumination Levels, \*Language Patterns, \*Language Skills, Primary Grades, \*Reading Ability, Reading Achievement, Visual Stimuli, Vowels, \*Word Recognition

The ability to use sequential constraints in recognizing letters in three-letter words flashed on a screen at low contrast thresholds and the relationship of this ability to grade level and reading achievement were investigated. Eighty subjects were randomly selected, 20 each from grades 1 through 4. Ten adults were also tested for comparison with the children. The 28 test stimuli were composed of 12 three-letter words and their component letters. When the letters were presented individually, the other two positions were filled with blanks. Each stimulus was initially projected at below-contrast threshold, and contrast was gradually increased until recognition was possible. There was an increase in mean gain for both words and letters with grade level, with a slight drop for adults, but these differences were not statistically significant. A zero correlation was found between Stanford Achievement Tests reading subscores in grades 2, 3, and 4 and recognition gain. There was a significant relationship between the difficulty in recognizing a particular letter within a word and the difficulty in recognizing the other letters in the word. A higher proportion of like-class confusions (vowels confused with other vowels) were made in the word condition than in the letter condition. References are included. (CM)

ED 035 518 24 RE 002 352

Marsh, George

Conceptual Skills in Beginning Reading.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR18

Bureau No.—BR-6-2865

Pub Date 16 Jul 69

Contract—OEC-4-7-062865-3073

Note—55p.

EDRS Price MF-\$0.25 HC-\$2.85

Descriptors—Beginning Reading, \*Cognitive Processes, Concept Formation, Conceptual Schemes, \*Learning Processes, Learning Theories, Models, \*Phonics, \*Reading Processes, Reading Skills, \*Task Analysis

A task analysis of the conceptual skills prerequisite to learning to read by a phonics-based method is made in an attempt to distinguish these skills from reading's component skills. The model for task analysis presented by Gagne, in which a cumulative learning of prerequisite conceptual skills is assumed, is used. The analysis deals primarily with Gibson's second and third stages of the reading process: learning to discriminate graphemes and phonemes and learning



the rules of grapheme-phoneme correspondence. After the skill descriptions are made, the skills are classified according to type of concept skill (i.e., concepts, rules, and strategies) which are prerequisite to learning the component skills of knowing and using the rules of correspondence. The prerequisite conceptual skills which are task analyzed are (1) multiple discrimination and association, (2) concept of class, (3) information reduction, (4) sequential rules, and (5) logical rules. Related issues which are discussed are (1) inductive and deductive techniques and (2) organized access and use of memory. Prospects for further research are discussed, and a 130-item bibliography is included. (Author/CM)

ED 035 519 24 RE 002 354

Williams, Richard P.

**A High Versus Low Rationale Approach in Teaching Reading. Final Report.**

New Mexico State Univ., Las Cruces.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-G-021

Pub Date Aug 69

Grant—OEG-7-8-000021-0058-(010)

Note—129p.

EDRS Price MF-\$0.75 HC-\$6.55

Descriptors—\*Basic Reading, Bilingual Students,

\*Grade 7, \*Individualized Reading, Junior High Schools, Reading Comprehension, \*Reading

Research, Reading Speed, \*Spanish Americans, Word Recognition

A high versus low rationale approach in teaching reading to grade-7 students was tested.

The high rationale included using a traditional basal series approach that emphasized the ability to identify "the reasons why of how to read"

through rules or formulas. The low rationale approach deemphasized rules and formulas except as the need arose, and an individual approach was used. The control treatment was a high rationale individual approach. Teachers received in-service training for the approach used in their classroom. The population included all seventh graders in 27 classrooms randomly selected from the public junior high schools of Las Cruces, New Mexico. All subjects were pretested and post-tested in October and March with the Gates-MacGinitie Reading Test, Survey E, forms 1 and 2. The Lorge-Thordike Intelligence Tests were administered to all subjects before treatment procedures were initiated. A nested design was used. Treatment of data was by analysis of covariance. A separate subanalysis of Anglo-American and Spanish-American ethnic groups was processed within the design. No significant differences were found for intelligence, approach, vocabulary, rate, comprehension, or ethnic group. References, charts, tables, and appendices are included. (WB)

ED 035 520 24 RE 002 355

Anderson, Lorena And Others

**Suggestions for a Corrective and Remedial Reading Program.**

Virginia State Dept. of Education, Richmond.

Pub Date [69]

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Improvement Programs, Program

Guides, Reading Difficulty, Reading Programs, Remedial Instruction, \*Remedial Reading,

\*Remedial Reading Programs, Test Selection

Recommendations are made for building an effective corrective or remedial reading improvement program into the structure of the developmental reading program. An outline of suggestions concerning objectives and goals, personnel, physical facilities, pupil selection, materials, and instruction is given. Samples of interest inventories and checklists of difficulties in basic reading skills are included. The sound approach plan, one method in word recognition, is presented. The following three ingredients necessary for successful remedial reading are indicated by the authors: restore the child's security, discuss the child's area of confidence in reading, and advance from the area of confidence by a continual series of success steps. (NH)

ED 035 521 24 RE 002 356

Berger, Allen

**A Comparative Study of Reading Improvement Programs in Industry and Education in the United States and Canada.**

Pub Date 1 Nov 69

Note—32p.; Paper presented at the North Central Reading Association conference, Flint, Mich., Oct. 31-Nov. 1, 1969

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—\*Adult Reading Programs, \*College

Language Programs, Foreign Countries, \*Industrial

Education, \*National Surveys, Reading

Centers, Reading Comprehension, Reading Improvement, Reading Speed

A survey was made of the reading programs which exist in commercial reading firms, college and university reading centers, and corporations in the United States and Canada. The resulting data, recorded here, are presented so that one may become familiar with the current status of reading improvement programs in both countries. Fifteen tables contain the essence of the questionnaire results. Among the questions asked were Do these courses have any philosophy? How large are the classes? and Is vision checked? The survey revealed that both countries lack adult reading improvement courses which are offered by colleges and universities. This lack of service may contribute to the separation between universities and the cities in which they exist. Tables and references are included. (NH)

ED 035 522 24 RE 002 358

Fearn, Leif Martucci, Amelia

**Reading and the Denied Learner: An Annotated Bibliography.**

International Reading Association, Newark, Delaware.

Pub Date 69

Note—33p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Cultural

Disadvantage, \*Disadvantaged Youth, \*Instructional

Materials, Language Development, Prereading

Experience, \*Reading Achievement, Reading Development, \*Teacher Education

This annotated bibliography offers representative works from material for the development of teachers and children. It is organized under several categories significant to the teacher in the reading curricular sphere. The whole area of reading instruction is given attention as is the role of language development as an influence upon reading. Materials for teachers, literature for children, and available bibliographies are included. The two main categories in which selections are presented are Learning and the Denied Child and Reading and the Denied Learner. (Author/NH)

ED 035 523 24 RE 002 362

An Evaluation of the Sullivan Reading Program, 1967-1969, Rhoads Elementary School.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date Oct 69

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—\*Beginning Reading, Grade 1,

Grade 2, Grade 3, Inner City, \*Pilot Projects,

\*Programed Materials, \*Reading Research,

\*Urban Schools

Identifiers—Sullivan Reading Program

A pilot study is reported in which the programed materials of the Sullivan Reading Program, used over a 3-year period in an inner-city school, were compared with the traditional approach. In the fall of 1967 all entering grade-1 pupils of Rhoads Elementary School, Philadelphia, were administered the Metropolitan Readiness Test. Twenty-five children were placed in the experimental class; five other classes acted as the control. A group informal reading inventory (levels based on Scott Foresman Reading Series) was administered at the end of each school year during the 3-year study. At the end of the second year a higher percentage of the children in the control group than in the experimental group read at or above grade level on the group informal reading inventory. However, at the end of the third year this trend was reversed. No significant differences between groups were found on the Stanford Achievement Test at the end of the second year. Significant differences were found between the groups on the Iowa Test of Basic Skills at the end of the third year. Charts, tables, and references are included. (WB)

ED 035 524 24 RE 002 365

Reading for the Gifted: Guided Extension of Reading Skills Through Literature. Part V.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

Report No.—EC-133

Pub Date 69

Note—93p.

EDRS Price MF-\$0.50 HC-\$4.75

Descriptors—\*Ethical Values, \*Gifted, Literature

Guides, \*Moral Values, Reading Instruction,

Reading Materials, \*Reading Skills, \*Superior

Students, Teaching Guides

Guidance is provided in this instructional bulletin for study by gifted pupils of a series of books related to the central theme, The Development of Strong Moral Character Through Overcoming Adversity. The books selected provide opportunities for the examination of moral and spiritual values. The instructional materials developed and books selected were done so specifically for use by gifted pupils at grades 3 and 4. Literary terms are defined, synopses of the selected books and instructional information for many are included, plus biographical information about most of the authors. References are given. (NH/Author)

ED 035 525 24 RE 002 366

Recommendations for Reading Programs.

Connecticut Association for Reading Research, Hartford.

Pub Date 69

Note—19p.

Available from—Connecticut Association for Reading Research, c/o Mrs. Josephine Bojowski, Newington Public Schools, Newington, Connecticut 06111

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—\*Elementary Schools, \*High

Schools, Learning Specialists, \*Professional

Personnel, Program Evaluation, Reading Consultants, \*Reading Programs, \*State Surveys,

Teacher Salaries

The Status of Reading Programs Committee of the Connecticut Association for Reading Research devised and sent a survey questionnaire which was returned by 43 percent of its membership, representing 33 different school systems in Connecticut. It was reported that the ratio of reading personnel to classroom teachers was 1:54 at the elementary level, 1:32 at the junior high and middle school level for teachers of English, mathematics, science, and social studies, and 1:69 for high school teachers of the same subjects. The ratio of reading personnel to students was 1:1,126 at the elementary level, 1:711 at the junior high level, and 1:1,605 at the high school level. Fifty-eight percent of the school systems paid no salary differential to reading personnel. The range of salary differential paid by the remaining 42 percent was from \$200.00 to \$2,000.00. The responsibilities of reading specialists are listed in order of the frequency with which they were mentioned. Based on survey analysis, specific recommendations are made for work load, number, and salary of various reading personnel and for hiring of noncertified personnel. (CM)

ED 035 526 24 RE 002 368

Hillerich, Robert L. Thorn, Florence H.

**ERMAS: Experiment in Reading for Mexican American Students.**

Glenview Public Schools, Ill.

Pub Date [69]

Note—13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors—\*Beginning Reading, \*Bilingual

Education, \*Bilingual Students, Bilingual

Teachers, English (Second Language), Language

Programs, \*Mexican Americans, Reading Instruction, Reading Materials, \*Reading Programs

The first year of an ESEA/Title III experimental program to teach beginning reading in Spanish to 300 Mexican-American first graders in Corpus Christi, Texas, was described. While learning to read in Spanish, the children simultaneously learned English through aural-oral approach, with the goal of reading in both languages by the end of grade 2. A control group of 300 children received all instruction in English. They used the McKee Reading for Meaning series beginning with Getting Ready to Read which teaches reading through oral context combined with letter-sound associations for initial consonants. The experimental group received instruction in Spanish and English and used Preparandose Para Leer, an experimental Spanish program taking the same

approach as Getting Ready to Read, but using the 14 Spanish consonants. This group began transition to reading in English after they completed the prereading skills in Spanish and were actually reading Spanish stories. Then they read stories in both English and Spanish. The program will continue through grade 2, when testing will be done. Some preliminary observations of the program's value and references are given. (CM)

ED 035 527

RE 002 369

Maxwell, Martha J.

# Effects of Practice and Learning Strategies on Speed of Scanning for Phrases in Meaningful Material.

Pub Date 4 Dec 69

Note—14p.; Paper presented at the National Reading Conference, Atlanta, Ga., Dec. 4-6, 1969

Available from—Nineteenth National Reading Conference Yearbook

## Document Not Available from EDRS.

Descriptors—Aural Stimuli, \*College Students, \*Learning Processes, Pilot Projects, \*Reading Improvement, \*Reading Research, Reading Skills, \*Reading Speed, Study Skills, Visual Stimuli

This pilot study investigated (1) the extent scanning speed can be improved through practice, (2) the learning strategies students use in attempting to improve their scanning, and (3) differences between scanning rate for stimuli presented orally and visually. Subjects were advanced college students with average reading skills. Each subject was either auditorially or visually presented with one of three target phrases; then he was presented with 600-word passages with target phrases randomly embedded. Each subject was given 80 trials. The time required to find the target phrase and make the indicated response was recorded. At the end of each trial, the subjects reported the strategies they used. Trials in which the subject averaged .75 seconds per line or longer were scored as misses. All subjects tested improved their rate of scanning between initial and final sessions. No significant differences were found between scanning speeds and auditory and visual stimuli. Strategies used by students are listed. Diagrams, graphs, and references are included. (WB)

ED 035 528

RE 002 370

Redalia, Barbara

# The Psychological Reality of the Apparent Perceptual Dimensions of the Alphabet.

Pub Date 3 Jun 69

Note—67p.

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—\*Alphabets, Disadvantaged Youth, Distinctive Features, Low Income Groups, \*Negro Students, \*Preschool Children, \*Visual Discrimination, Visual Learning, \*Visual Perception

An experiment using an analysis of the distinctive features of lower case letters of the English alphabet to predict high- and low-confusable alternates for each letter was reported. Ten disadvantaged 5-year-old Negro children served as their own controls, circling in booklets the letters seen after a 1-second presentation by memory drum. The memory drum tapes used five random orders and presented each letter twice. The letters appeared in the response booklets once with high-confusable alternates and once with low-confusable alternates. Mean errors for the high-confusable condition equaled 7.7, for the low-confusable condition 2.1, significant by *t* test at the .01 level. The concepts most frequently involved in errors were (1) location in space (b - p, d - q, f - t) and (d - b, p - q) and (2) vertical extension of a letter part (d - a, q - a, n - h). Letter pairs with the lowest percentage of distinctive features were those most frequently confused. Tables, references, and an appendix are included. (Author/WB)

ED 035 529

RE 002 372

Read, James C. And Others

# Teaching Reading to Brain-Damaged Children: A Review.

Tufts Univ., Medford, Mass. School of Medicine. Pub Date [69]

Note—51p.

EDRS Price MF-\$0.25 HC-\$2.65

Descriptors—\*Clinical Diagnosis, Educational Diagnosis, \*Etiology, Exceptional Child Education, \*Exceptional Child Research, \*Neurologi-

cal Defects, \*Reading Instruction, Reading Research, Special Education.

The literature on teaching reading to brain-damaged children was reviewed for the period 1960 to 1970. Only nine articles represented experimental investigations of the problem. These articles were examined with respect to the adequacy of reporting information and data concerning the diagnosis of brain damage. The criteria for diagnosing brain damage were generally inadequate or nonexistent. There was little evidence to suggest that children with chronic neurological impairment at the level of the cerebral hemispheres require or benefit from teaching procedures which differ from those used for reading retardates without brain damage. Advantages and limitations of various neurological tests are discussed. Recommendations are made for standards to be followed in documenting brain damage in research studies on the teaching of reading to brain-damaged children. A bibliography is included. (Author/CM)

ED 035 530

RE 002 373

# Reading K-3. Instructional Objectives Exchange. A Project of the Center for the Study of Evaluation.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1646

Pub Date [69]

Contract—OEC-4-6-061646-1909

Note—331p.

EDRS Price MF-\$1.25 HC-\$16.65

Descriptors—\*Beginning Reading, Elementary School Curriculum, \*Evaluation Techniques, \*Instructional Improvement, Kindergarten, Measurement Goals, Primary Grades, Reading Comprehension, \*Reading Instruction, Study Skills, \*Training Objectives, Word Recognition

Three hundred and ninety-seven objectives and related evaluation items for reading in grades kindergarten through three are presented for the teacher and administrator in this collection developed by the Instructional Objectives Exchange (IOX). The objectives are organized into the categories of word recognition, comprehension, and study skills, with each category being further divided into subcategories. Four elements: (1) the objective, (2) measurement items, (3) means of judging the adequacy of student responses, and (4) an IOX rating are included for each objective. In addition each of the objectives is accompanied by a sample measurement item which is designed to test the student's acquisition of the desired behavior. In most cases, specific answers to the sample items have been provided. When a single correct answer is impossible to supply, criteria for judging the adequacy of the student responses are included. (Author/NH)

ED 035 531

RE 002 374

Askov, Eunice N.

# Assessing Teachers' Attitudes Toward Individualized Reading Instruction.

Wisconsin Univ., Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 69

Contract—OEC-5-10-154

Note—14p.; Paper presented at the National Reading Conference, Atlanta, Ga., Dec. 4-6, 1969

Available from—Nineteenth National Reading Conference Yearbook

## Document Not Available from EDRS.

Descriptors—\*Attitude Tests, Elementary School Teachers, \*Individualized Reading, \*Measurement Instruments, Reading Research, \*Teacher Attitudes, Teacher Response, Teaching Techniques

An attitude inventory, The Reading Teacher Survey, was developed to assess the attitudes of elementary teachers toward individualizing reading instruction. The semantic differential was chosen as the form of the inventory. Since the original version reflected a change in attitudes through the use of the experimental system of individualized reading instruction, it was decided to revise the instrument using item analysis and reduce the number of items from 96 to 63. The revised version was given to a different group of subjects. This experiment showed the following advantages of the instrument: it allows teachers

to respond anonymously to an indirect measure which does not obviously reveal the intent of the instrument; it is easily scored; and it is easily administered. However, certain limitations such as the interpretation of scores should be kept in mind. Several uses of the technique are enumerated. References are included. (Author/NH)

ED 035 532

RE 002 375

Carter, Homer L. J. McGinnis, Dorothy J.

# Preparation of Reading Therapists for the Junior College Level.

Pub Date Dec 69

Note—10p.; Paper presented at the National Reading Conference, Atlanta, Ga., Dec. 4-6, 1969

Available from—Nineteenth National Reading Conference Yearbook

## Document Not Available from EDRS.

Descriptors—Adult Reading Programs, \*College Curriculum, \*College Language Programs, Diagnostic Teaching, \*Junior Colleges, Reading Achievement, Reading Development, Reading Difficulty, Reading Instruction, Student Needs, Study Skills, Teacher Background, \*Teacher Education, \*Teacher Selection

Many students in today's expanding college enrollments have deficiencies in such areas as reading. Many schools have already made reading and study skills programs part of their curriculum to help these underachieving students. But, one problem has been to find reading teachers who understand and can meet the emotional as well as the instructional needs of such students. Therefore, this paper sets forth some specific suggestions for the selection and preparation of reading therapists for the college level. Such preparation must include an understanding of the changing academic world, an awareness of the many needs of today's college students, and a knowledge of the various teaching methods and materials which can be used in reading improvement courses. A background in clinical and abnormal psychology along with an understanding of a rigorous approach to diagnostic techniques is recommended for these teachers. Students interested in such a teaching career should be identified in their junior year of college and encouraged to follow a program for the rest of their undergraduate and their graduate work to meet the above-mentioned criteria. (NH)

ED 035 533

RE 002 376

Curry, Robert L.

# A Comparison of Four Practice Schedules in College Developmental Reading Classes.

Pub Date Dec 69

Note—11p.; Paper presented at the National Reading Conference, Atlanta, Ga., Dec. 4-6, 1969

Available from—Nineteenth National Reading Conference Yearbook

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors—\*College Students, \*Developmental Reading, Reading Comprehension, Reading Improvement, \*Reading Programs, \*Reading Research, Reading Speed, Spelling, Statistical Analysis, \*Study Habits, Vocabulary Development

An investigation was conducted to determine whether differing schedules of reading practice had a significant effect on the reading achievement of male college students enrolled in a developmental reading course. Subjects were 80 male students at Central State College, Edmond, Oklahoma. Pretest and post-test results were compared. The Nelson-Denny Reading Test was used to measure vocabulary, comprehension, and reading rate and the Metropolitan Achievement Test to measure spelling. The course format required each student to engage in independent, self-help activities under the guidance of the course instructor. The regular class met 1 hour per day, 5 days a week, for 8 weeks. Students were randomly assigned to one of four treatment groups. The four treatment effects investigated by analysis of covariance were: (1) five 20-minute practice sessions per week, (2) two 30-minute practice sessions per week, (3) two 35-minute and one 30-minute practice sessions per week, and (4) no required practice. Groups with required practice improved significantly (.05) on vocabulary, comprehension, and reading rate. The no-required-practice group improved significantly only in reading rate. Recommendations and references are included. (WB)



ED 035 534

RE 002 377

George, John E.

**Fixed- and Variable-Ratio Reinforcement of Reading Performance.**

Pub Date Dec 69

Note—11p.; Paper presented at the National Reading Conference, Atlanta, Ga., Dec. 4-6, 1969

Available from—Nineteenth National Reading Conference Yearbook

**Document Not Available from EDRS.**

Descriptors—\*Grade 2, High Achievers, Learning Motivation, Low Achievers, \*Positive Reinforcement, \*Programed Materials, \*Reading Ability, \*Reading Research

The effects of fixed-ratio and variable-ratio reinforcement classroom reading performance was investigated. Subjects were 50 boys and 50 girls from four grade-2 classrooms of one elementary school. The subjects were divided into three reading levels, above-average, average, and below-average, and were randomly assigned to (1) a no-reinforcement group, (2) a low fixed-ratio group, (3) a high fixed-ratio group, and (4) a high variable-ratio group. Students responded to programed materials during a 5-week period. Reinforcement consisted of red foil stars which were exchanged for pennies at the end of each 60-minute session. The pennies could be kept or used in a candy vending machine. An analysis of absolute differences revealed a highly significant trend. Above-average readers responded better to reinforcement and better to frequent reinforcement than low frequency reinforcement. Consistency of reinforcement was also preferred. Average and below-average readers seemed to favor the reinforcement group in which neither the above-average, average, nor below-average subjects received rewards for their reading performance. Tables are included. (WB)

ED 035 535

RE 002 378

Manzo, Anthony V.

**A Theoretical Model of the Teaching-Learning Factors Believed to Be Interacting in the Development of Reading Comprehension.**

Pub Date Dec 69

Note—9p.; Paper presented at the National Reading Conference, Atlanta, Ga., Dec. 4-6, 1969

Available from—Nineteenth National Reading Conference Yearbook

**Document Not Available from EDRS.**

Descriptors—\*Interaction, \*Language Development, \*Learning Characteristics, Learning Experience, Learning Motivation, Mathematical Models, \*Models, \*Reading Comprehension

A quasi-static learning model was proposed to describe the interaction of factors believed to be involved in the development of reading comprehension abilities. Reading comprehension was viewed as an extension of general language learning and subject to many of the same factors and complexities as is the development of language. There are five basic components to the model: (1) the power of the teacher, (2) the power of the learner, (3) the effect of the learning environment, (4) the nature of the task and content, and (5) the influence of time and intensity. Using the above factors, the model was represented as a mathematical formula. Diagrams are included. (WB)

ED 035 536

RE 002 379

Pepper, Roger S.

**The Study Skills and Academic Achievement of Marginal Admission Students.**

Pub Date Dec 69

Note—9p.; Paper presented at the National Reading Conference, Atlanta, Ga., Dec. 4-6, 1969

Available from—Nineteenth National Reading Conference Yearbook

**Document Not Available from EDRS.**

Descriptors—Attitude Tests, College Admission, College Instruction, \*College Preparation, Diagnostic Tests, \*Experimental Programs, \*Predictive Measurement, \*Reading Research, Reading Skills, Reading Tests, Standardized Tests, Student Improvement, Study Habits, \*Study Skills

The performance results of a class of marginal students at Wayne State University were examined by comparing their standardized test scores with those of regular students and by correlating the scores and the work of the marginal students after 1 year of school. (The subjects were part of an experimental program for students who do not meet the established admissions

criteria of the school. Such students are given 1 school year to correct their deficiencies and are required to take a reading and study skills course.) The Triggs Diagnostic Reading Tests and the Brown-Holtzman Survey of Study Habits and Attitudes were given to the subjects at the beginning and end of the course. Results showed that they did not perform as well as regularly admitted students. The relevance of these standardized test results to factors important to the academic success of marginal students was not clear, however. The author suggests perhaps a combination of test scores with the traditional admission data as a more valuable predictor of college grades. (NH)

ED 035 537

RE 002 381

Taschow, Horst Gerard

**A Reading Model of the Decoding Processes in Silent Reading.**

Pub Date Dec 69

Note—10p.; Paper presented at the National Reading Conference, Atlanta, Ga., Dec. 4-6, 1969

Available from—Nineteenth National Reading Conference Yearbook

**Document Not Available from EDRS.**

Descriptors—\*College Students, Content Reading, Directed Reading Activity, \*Models, \*Reading Comprehension, \*Reading Development, Reading Level, Reading Materials, Reading Skills, Reading Speed, Silent Reading, Study Skills, Vocabulary Development, Word Study Skills

A model of the decoding process as utilized in silent reading on the college level was reported. The model was conceptualized as a pyramid, whose apex represented silent reading comprehension. The body of the total reading model rested on the foundations of basic reading skills and higher-level reading skills which were followed by tentative instructional levels and various study skills. These were succeeded by reading readiness in subject matters and instructional reading materials that affected vocabularies and flexible reading rates. Ascending to the apex of the pyramid, the integral parts of the decoding processes converged in directed reading activities whose terminal output was silent reading comprehension. Each integral part could freely intercommunicate with any of the other components and all integral parts together constituted the greatest possible silent reading comprehension. References are included. (Author/WB)

ED 035 538

RE 002 382

Weiss, M. Jerry

**Developing a Content Reading Program for an Inner City High School.**

Pub Date Dec 69

Note—6p.; Paper presented at the National Reading Conference, Atlanta, Ga., Dec. 4-6, 1969

Available from—Nineteenth National Reading Conference Yearbook

**Document Not Available from EDRS.**

Descriptors—Content Reading, \*Disadvantaged Youth, High School Curriculum, \*High Schools, Inner City, \*Inservice Teacher Education, Reading Materials, \*Reading Programs, Reading Skills, \*School Industry Relationship, Secondary School Teachers, Teacher Attitudes, Teacher Participation

The story of how the New Jersey Bell Telephone Company became involved with an inner-city school is related. Central High School, in the midst of Newark, New Jersey, an area hit hard by fires and rioting, had apparent reading problems among other problems common to today's inner-city schools. Personnel from New Jersey Bell together with some staff members of Jersey City State College formulated a reading proposal for Central High. Reading was not looked upon as a separate subject but was integrated into the whole curriculum. The teachers of Central High were encouraged, not coerced, into inservice training in teaching reading skills. Students as well as faculty members from the college became involved. The program is now in its second year, and more teachers at the high school are becoming actively involved. Reading materials and equipment have been added with New Jersey Bell's help. This story tells how industrial assistance helped one inner-city school to inservice train its teachers and to promote school-wide improvement of reading skills among its students. (NH)

ED 035 539

24

SE 005 226

Lipson, Joseph I.

**A Suggested Approach to the Elementary School Science Curriculum.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—WP-43

Bureau No—BR-5-0253

Pub Date May 68

Contract—OEC-4-10-158

Note—20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors—Audiovisual Aids, \*Curriculum Development, Educational Objectives, \*Elementary School Science, Paper (Material), Science Activities, \*Scientific Concepts

Identifiers—Learning Research and Development Center, University of Pittsburgh

The author describes a comprehensive science program for the elementary school. The program should include six components: (1) The story of the great generalizing constructs of science, such as the atom, the universe, the layers of the earth, and evolution—even though the students do not have the observational evidence to support the constructs; (2) Specific training in the vocabulary of science; (3) Classroom pencil and paper lessons which use learned scientific concepts to bring order to the child's world and which use the experiences of the child outside the classroom to define important scientific concepts; (4) Laboratory experiences which teach scientific concepts which are not part of everyday experience; (5) Laboratory experiences which teach the ways in which information is processed to establish scientific truth; and (6) A library-laboratory which contains a full range of audiovisual and model materials. This library-laboratory is a place which the child explores in a direction of his own choosing with a minimum of adult supervision. (Author)

ED 035 540

SE 006 766

Busch, Phyllis S.

**Some Guides to Discovery About Elm Trees, Owls, Cockroaches, Earthworms, Cement and Concrete.**

Ulster County Board of Cooperative Education Services, New Paltz, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date 69

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Biology, \*Conservation Education, Discovery Learning, \*Elementary School Science, General Science, \*Instructional Materials, Resource Guides, \*Science Activities, \*Teaching Guides

Identifiers—ESEA Title III, Project SPRUCE

The introduction emphasizes the need for environmental and conservation education, and advocates an inquiry approach. Outdoor resources available to every school are listed. Detailed suggestions are made for investigating cement and concrete, cockroaches, earthworms, elm trees, and owls. In each case general background information and a list of references is followed by suggested student activities. Identification keys and instructions for constructing simple apparatus are given where needed. This work was prepared under an ESEA Title III contract. (EB)

ED 035 541

SE 006 770

Busch, Phyllis S.

**PINE Discovery Box, 101 Stimulating Ideas.**

Ulster County Board of Cooperative Education Services, New Paltz, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date 69

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Biology, \*Conservation Education, \*Curriculum, Discovery Processes, \*Elementary School Science, \*Instruction, Science Activities, Teaching Guides

This manual is intended for use with the PINE (Projects in Imaginative Nature Education) discovery box in elementary school conservation education. The box contains 21 natural specimens which can serve as the starting point



for simple student investigations. Specimens and activities are keyed for grade level. For each item, background information is given, followed by several suggested student activities. Many of these start in the classroom then take the children outdoors. Most investigations are related to natural history and simple ecological relationships. This work was prepared under an ESEA Title III contract. (EB)

ED 035 542 SE 007 488

Gorth, William P. Allen, Dwight W.  
A New Design for Evaluation in Mathematics Education: Longitudinal Comprehensive Achievement Monitoring.  
Massachusetts Univ., Amherst. School of Education.

Pub Date May 69

Note—4p.; Paper presented at the annual meeting of the National Council of Teachers of Mathematics, April 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—\*Achievement, \*Evaluation, Evaluation Methods, Longitudinal Studies, \*Mathematics Education, \*Models, Program Descriptions, Teacher Education

Presented is a description of a new design for longitudinal comprehensive achievement monitoring. There are several components of this design which distinguish it from the usual classroom achievement testing programs: (1) a model of school learning to direct the choice of variables to measure, (2) a comprehensive set of course objectives defined in behavioral terms, (3) a longitudinal scheduling of testing, and (4) a complete system to process data and report results to the teacher and individual students. (RP)

ED 035 543 SE 007 718

Moore, Charles G.  
An Introduction to Continued Fractions.  
National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 64

Note—102p.

Available from—National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—\*Fractions, History, \*Instructional Materials, \*Mathematical Concepts, \*Mathematics, Number Concepts, Problem Solving, \*Secondary School Mathematics

Provided is an introduction to the properties of continued fractions for the intellectually curious high school student. Among the topics included are (1) Expansion of Rational Numbers into Simple Continued Fractions, (2) Convergents, (3) Continued Fractions and Linear Diophantine Equations of the Type  $ax + by = c$ , (4) Continued Fractions and Congruences, (5) Continued Fractions and Determinants, (6) Practical Applications of Continued Fractions, (7) Continued Fractions and Quadratic Irrational Numbers, (8) Continued Fractions and Pell's Equation, (9) Initially Repeating Continued Fractions and Quadratic Equations, and (10) Initially Repeating Continued Fractions and Reduced Quadratic Irrationals. Also included are proofs that show new relationships between bits of familiar mathematics, exercises that demonstrate the properties under investigations, answers to exercises in the appendix, and historical notes on the men who first worked with continued fractions. (RP)

ED 035 544 SE 007 720

McNabb, W. K.  
Geometry in the Secondary School, A Compendium of Papers Presented in Houston, Texas, January 29, 1967, at a Joint Session of The Mathematical Association of America and The National Council of Teachers of Mathematics.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date Jan 67

Note—58p.

Available from—National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Algebra, \*Conference Reports, \*Geometry, \*Mathematics, Mathematics Curriculum, Mathematics Education, \*Secondary School Mathematics

Identifiers—Mathematical Association of America, National Council of Teachers of Mathematics

This booklet is a collection of the papers presented at a joint session of the Mathematical Association of America and the National Council of Teachers of Mathematics during the fiftieth annual meeting of the MAA. These papers were presented under the headings of "Geometry and School Mathematics," "High School Geometry," and "School Geometry and the Future." Eight papers are presented in their entirety. An abstract of a ninth paper, "Geometry: The Cambridge Conference View" by Edwin E. Moise is also included. Authors of the individual papers do not act as spokesmen for the MAA or NCTM but express personal viewpoints. (FL)

ED 035 545 SE 007 724

Scandura, Joseph M.  
Research in Mathematics Education.  
National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 67

Note—132p.

Available from—National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—\*Educational Research, \*Mathematics Education, \*Research, \*Research Methodology

This publication is a collection of eleven manuscripts which deal with research in mathematics education. Each of the first ten papers is concerned with one or more of the following areas: (1) significant research efforts in mathematics education; (2) the need for both "information-oriented" (basic) and "product-oriented" (applied) research; (3) the complementary nature of basic and applied research; (4) the potential impact of research on the teaching of mathematics; and (5) the implementation of research in the teaching of mathematics. The final paper, written by the editor, focuses on the more important aspects of the preceding papers and offers a perspective for viewing them. (FL)

ED 035 546 SE 007 725

Administrative Responsibility for Improving Mathematics Programs.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 65

Note—24p.

Available from—National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.50)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Administration, Evaluation, Guidelines, Mathematics, \*Mathematics Education, \*Program Improvement, Program Planning

This booklet provides guidelines for administrators, curricular directors, mathematics coordinators and supervisors, mathematics department chairmen, and classroom teachers for the orderly evaluation of improved mathematics programs. The purpose of the booklet was (1) to identify the kind of organization that enables the implementation, coordination, and administration of good mathematics programs, (2) to outline general principles of curriculum planning and revision, and (3) to define the responsibilities of various school personnel in the revision process. The guidelines for stimulating a sound mathematics program are featured in sections on (1) planning for change, (2) organizing the mathematics curriculum, (3) implementing an improved mathematics curriculum, and (4) evaluating the mathematics curriculum. (RP)

ED 035 547 SE 007 726

Swain, Henry  
How to Study Mathematics, A Handbook for High School Students.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 55

Note—32p.

Available from—National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Homework, Learning, \*Mathematics Education, \*Secondary School Mathematics, Study Guides, \*Study Skills

Study methods which will enable students to do well in high school mathematics are discussed in this booklet. Suggestions are offered concerning homework, classwork, taking tests, and special aids for studying particular areas of mathematics. Tips on doing homework include how to use the textbook, how to memorize in mathematics, how to avoid making careless errors, how to review, and how to use a notebook. Effective use of class time, note taking, and reviewing for and taking tests are mentioned. Special helps for studying algebra, geometry, and trigonometry are pointed out. This section presents ideas concerning such topics as: (1) Distinguishing equations from expressions, (2) Studying story problems, (3) Studying geometry theorems, (4) Organizing geometry definitions and axioms, (5) Thinking out original proofs, (6) Proving trigonometric identities, and (7) Mastering trigonometric formulas. (FL)

ED 035 548 SE 007 728

Peck, Lyman C.  
Secret Codes, Remainder Arithmetic, and Matrices.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 61

Note—60p.

Available from—National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Arithmetic, \*Enrichment Activities, High Achievers, \*Instructional Materials, \*Mathematical Enrichment, \*Modern Mathematics, Number Concepts, \*Secondary School Mathematics

This pamphlet is designed for use as enrichment material for able junior and senior high school students who are interested in mathematics. No more than a clear understanding of basic arithmetic is expected. Students are introduced to ideas from number theory and modern algebra by learning mathematical ways of coding and decoding secret messages. Modular arithmetic matrix multiplication, and finite number systems are discussed. Applications of some of the ideas presented in this booklet are presented in order to stimulate further study in these areas. (FL)

ED 035 549 SE 007 729

Freitag, Herta Taussig Freitag, Arthur H.

The Number Story.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 60

Note—82p.

Available from—National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—\*History, \*Instructional Materials, \*Mathematical Concepts, \*Mathematics, Mathematics Education, \*Number Concepts, Numbers, Secondary School Mathematics

The development of number concepts from prehistoric time to the present day are presented. Section 1 presents the historical development, logical development, and the infinitude of numbers. Section 2 focuses on non-positional and positional numeration systems. Section 3 compares historical and modern techniques and devices for computation. Section 4 considers the numbers of today which include the real numbers, complex numbers, and hypercomplex numbers. (RP)

ED 035 550 SE 007 731

Schaff, William L.  
Recreational Mathematics.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 63

Note—167p.

Available from—National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, \*Literature Guides, Literature Reviews, \*Mathematical Enrichment, \*Mathematics Education, Reference Books

This literature guide is a bibliography of books, articles, and periodicals concerned with mathematical recreations. This is the third edition of a book which contained more than 2,000 entries in its original edition. Supplements have been added to bring the bibliography up-to-date. The guide is intended for the professional mathematician and the amateur who is interested in mathematics as a hobby. For this reason both popular articles and technical discussions are included. In many cases, entries are annotated as an aid to the user of this book. The author points out that this guide can serve as a place to look for source materials and will be helpful to students looking for project material and advanced students engaged in research. Also, the many non-technical articles will provide enjoyment for the layman interested in mathematics as a recreation. (FL)

ED 035 551 SE 007 732

Barnett, I. A.

Some Ideas About Number Theory.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 61

Note—77p.

Available from—National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington, D. C. 20036

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Algebra, Arithmetic, College Mathematics, \*Mathematical Enrichment, Mathematics, \*Number Concepts, \*Number Systems, Resource Materials, Secondary School Mathematics

The material in this booklet is designed for non-professional mathematicians who have an interest in the theory of numbers. The author presents some elementary results of number theory without involving detailed proofs. Much of the material has direct application for secondary school mathematics teachers. A brief account of the nature of number theory is given in order to acquaint the reader with the subject. Topics discussed include: prime and composite numbers, the Euler-phi-function, some proven facts about number theory, conjectures and unsolved problems, congruences, Diophantine equations, some generalizations of number theory, and many more. Proofs of general theorems are avoided; instead the author verifies general theorems for special cases. A bibliography is provided for the reader who wishes to investigate the proofs of these theorems. (FL)

ED 035 552 SE 007 735

Fujii, John N.

Puzzles & Graphs.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 66

Note—70p.

Available from—National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington, D. C. 20036

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Geometry, \*Graphs, Mathematical Concepts, \*Mathematical Enrichment, \*Puzzles, Resource Materials, Topology

The material in this booklet is concerned with a discussion and examination of geometric puzzles and the ideas which result from their study. The general idea of graphs is introduced as a tool which can be used to solve geometric puzzles. The fact that working with puzzles can lead to unexpected mathematical discoveries is stressed. Such topics as arcs and paths, Euler and Hamilton lines, dual graphs, and the Jordan Curve Theorem are discussed. Several puzzles are included which will provide many hours of entertainment for the interested reader. (FL)

ED 035 553 SE 007 829

Matthews, Charles C.

EIE Elementary School Science Project. Evaluation Report.

Florida State Univ., Tallahassee.

Pub Date Dec 69

Note—80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors—\*Elementary School Science, Evaluation, Grade 1, Grade 3, Grade 5, Interaction Process Analysis, Student Behavior, \*Teacher Behavior

Identifiers—Science (A Process Approach)

The main purpose of the study was to describe teacher and pupil behavior during science lessons. Subjects of the investigation reported in this document were 144 first, second, and fifth grade pupils and the twelve teachers who taught these pupils. Each classroom was observed during five lessons of Science - A Process Approach. The instrument used to code behavior was the "Science Curriculum Assessment System," which is composed of twenty mutually exclusive categories. Data were also collected by private interview with each of the 144 pupils involved in the study. The Friedman Two-Way Analysis of Variance by Ranks Test was used to analyze data. Findings of the study indicated that (1) the greatest proportion of a pupil's behavior was spent observing the teacher or a pupil who acted for the teacher in lesson-related situations; (2) the central tendency of teachers was to interact with more than six children in a group; (3) there was a strong tendency for extended teacher behavior to fall in a category "observing without response" the behavior of groups of 6 or more pupils; and (4) much of the extended teacher behavior was "giving information" or "giving directions" to groups of 6 or more pupils. (BR)

ED 035 554 SE 007 830

Health, An Instructional Guide, Junior High School.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

Report No.—Pub X-86

Pub Date 69

Note—224p.

EDRS Price MF-\$1.00 HC-\$11.30

Descriptors—\*Grade 7, \*Health Education, \*Instructional Materials, Narcotics, \*Teaching Guides

Identifiers—Los Angeles City Schools

This teacher's guide was designed to be used with a one semester course required during the seventh grade to meet the graduation requirement for health instruction. Broad topics included are: growing and maturing; achieving personal health; food for growth and health; adding, habit-forming, and other harmful substances; community health; and safety and first aid. The format of the guide correlates concepts, activities and information, and resources. The unit on adding, habit-forming, and other harmful substances is designed to meet the California requirements for teaching the effects of narcotics, dangerous drugs, and alcohol. (BR)

ED 035 555 SE 007 837

Crittenden, Butler

A Lecture-Tutorial Approach to Mass Instruction in Sociology: Attitudes and Performance.

Purdue Univ., Lafayette, Ind. Dept. of Sociology.

Report No.—Bull-2

Pub Date Sep 69

Note—14p.; Paper presented at the annual meeting of the American Sociological Association, San Francisco, September 1969

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—\*Academic Achievement, Attitudes, \*College Instruction, Evaluation, \*Instruction, \*Sociology, \*Student Characteristics

Identifiers—Rokeach Dogmatism Scale, Scholastic Aptitude Test

Mass instruction in Sociology at Purdue University combines lectures and small-group discussion. Achievement in the course is evaluated by short essays written after the topic has been discussed in the weekly discussion meetings. This study investigated the relationship of student characteristics to achievement. Students were pretested for dogmatism, authoritarianism, tolerance for ambiguity and anomaly. Analysis of scores on these tests and on the Scholastic Aptitude Test, together with final course grade, revealed that course grade was positively associated with I.Q. and tolerance for ambiguity, and negatively associated with anomaly, dogmatism, and authoritarianism. Significant correlations were also found between predictor variables. I.Q. and tolerance for ambiguity were positively associated, while dogmatism, authoritarianism and anomaly were negatively associated with I.Q. Tolerance for ambiguity was negatively associated with dogmatism, authoritarianism and

anomaly. Dogmatism, authoritarianism and anomaly were all positively associated. The implications of the findings for instruction and grading in sociology courses are discussed. (EB)

ED 035 556 SE 007 838

Knuckman, Charlene S. McGee, Reece

A Continuing Experiment in Mass Education - A Progress Report.

Purdue Univ., Lafayette, Ind. Dept. of Sociology.

Report No.—Bull-3

Pub Date Sep 69

Note—18p.; Paper presented at the annual meeting of the American Sociological Association, San Francisco, September 1969

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—Academic Achievement, \*College Instruction, \*Course Evaluation, \*Instruction, \*Sociology, \*Student Attitudes, Undergraduate Study

Identifiers—Purdue University

The Purdue experiment in mass instruction in undergraduate sociology was initiated in the fall of 1967. Lectures are combined with group discussions, and achievement in the course is evaluated mainly by essays written during the semester. Data reported were collected during three successive semesters when minor changes were made in course structure. Scores on the general sociology test indicated that students were learning a satisfactory amount of basic sociology. Questionnaires were used to assess student reactions to essays as the basis of grades, to the discussion meetings, to their assigned tutor (discussion leader) and to the lectures. Associations between these variables were studied, and correlations between over-all course evaluation and other response and personal variables were investigated while controlling on grade, approval of essay system, sex, age and semester in college. Findings were that the over-all evaluation was positive, that modifications in course structure had little effect on student responses, that the general reaction to the course was more strongly associated with reaction to lectures than to other course structure variables, and that freshman students appear to have special difficulties. (EB)

ED 035 557 24 SE 007 839

Klopper, Leopold E.

Science Education in 1991.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0253

Pub Date 69

Note—33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors—College Science, \*Curriculum Development, \*Educational Objectives, Elementary School Science, Science Careers, \*Science Education, \*Scientific Literacy, Secondary School Science

Identifiers—Project TALENT, Theory Into Action

It is suggested that the dilemma at every level of science education has its roots in the discrepancy among the goals of science education appropriate for different groups of learners. Considered are the major goals of science education as applied to two groups of pupils - the prospective scientists and all students in general. For the prospective scientists, the primary goal of science education is to provide them with the basic preparation for their further professional studies. For every student at all levels, the goals are those which contribute to the individual's scientific literacy. The three components of scientific literacy were identified as (1) understanding of key concepts and principles of science; (2) understanding of the aims and processes of scientific inquiry, and (3) understanding of the interactions between science and the general culture. Based upon these goals of science education, the author speculates upon the key features of science instruction in 1991. He suggests that within secondary schools and colleges there be established two curricular streams: a Prospective Scientists Stream and a Scientific Literacy Stream. Each stream was discussed with examples of the concepts to be studied and instructional procedures to be used in the elementary school, secondary school, and college. (RR)



ED 035 558

SE 007 857

Southern, Beverly H.

A Plan and Design for Natural Resources Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date 67

Grant—OEG-3-7-66220-2083

Note—77p.

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Conceptual Schemes, \*Conservation Education, \*Curriculum Design, Elementary School Science, Integrated Curriculum, \*Natural Resources, \*Science Courses, Sequential Programs, \*Social Studies

Identifiers—ESEA Title III

With the aim of revitalizing conservation education, a conceptual framework for natural resource education was constructed, and a procedure established for integrating this curriculum with existing courses of study in the elementary school. A basic theme was chosen, expressed as "man + natural resources = survival + development." Twelve broad understandings which contribute to this theme were identified, each serving as a focus for many concepts. Concepts and broad understandings were organized into a hierarchical structure. An integrated program was developed by identifying relevant concepts and materials in existing science and social studies courses, and building these into a sequence giving spiral concept development. Suggested learning experiences were included. This report reviews the literature on Conservation and Environmental Education and on Attitude Education. This work was prepared under an ESEA Title III contract. [Not available in hardcopy due to marginal legibility of original document.] (EB)

ED 035 559

SE 007 858

Burkman, Ernest

Probing the Natural World, Volume 3A, Investigating Variation and Winds and Weather.

Florida State Univ., Tallahassee. Dept. of Science Education.

Pub Date 69

Note—135p.

Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, New Jersey 07960

Document Not Available from EDRS.

Descriptors—Discovery Learning, Grade 9, \*Instructional Materials, Laboratory Manuals, Meteorology, \*Science Activities, \*Secondary School Science

Identifiers—\*Intermediate Science Curriculum Study, National Science Foundation

Included are two of the eight units of the Intermediate Science Curriculum Study materials designed for grade nine students. These are "investigating variation" and "winds and weather." Introductory notes to the student explain how the book is to be used. Each chapter starts with a short statement of a general problem, then concepts are developed chiefly through laboratory activities. The workbook format gives instructions for activities interspersed with questions and spaces for answers. Open-ended problems are included. The instructions and some of the questions and explanatory material are illustrated, and data tables are provided for students to fill out. Students are directed to excursions from appropriate points in the chapters; some of the excursions are remedial, others allow students to explore certain ideas further. (EB)

ED 035 560

SE 007 859

Burkman, Ernest

Probing the Natural World, Volume 3B, Why You're You &amp; Crusty Problems.

Florida State Univ., Tallahassee. Dept. of Science Education.

Pub Date 69

Note—215p.

Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, New Jersey 07960

Document Not Available from EDRS.

Descriptors—Earth Science, Genetics, \*Grade 9, \*Instructional Materials, Laboratory Manuals, \*Science Activities, \*Secondary School Science

Identifiers—\*Intermediate Science Curriculum Study, National Science Foundation

Included are two of the eight units of the Intermediate Science Curriculum Study materials

designed for grade nine students. These are "Why you're you" (genetics), and "Crusty problems" (earth science). The first unit includes basic chapters and "excursions" which extend some of the ideas developed in the basic chapters. The second includes basic chapters and resource suggestions. Introductory notes to the student explain how the book is to be used. In the genetics unit each chapter starts with a statement of a general problem, then concepts are developed through laboratory activities and problems. The workbook format gives instructions for activities interspersed with questions and spaces for answers. All instructions and many other sections are illustrated, and data tables are provided for students to fill out. The chapters of the earth science unit include many questions which students cannot answer without using the resource sections. Some of the resource sections include activities, others provide data or descriptive material. Students are required to select the relevant resources for themselves. (EB)

ED 035 561

SE 007 860

Burkman, Ernest

Probing the Natural World, Volume 2A.

Florida State Univ., Tallahassee. Dept. of Science Education.

Pub Date 69

Note—360p.

Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, New Jersey 07960

Document Not Available from EDRS.

Descriptors—Chemistry, Discovery Learning, Grade 8, \*Instructional Materials, Laboratory Manuals, \*Science Activities, \*Secondary School Science

Identifiers—\*Intermediate Science Curriculum Study, National Science Foundation

Included is the first half of the chapters and excursions of the Intermediate Science Curriculum Study materials designed for grade eight students. Although I.S.C.S. is an integrated science course, most of the concepts developed in this volume relate to chemistry. Introductory notes to the student explain how the book is to be used. Each chapter starts with a short statement of the general problem to be investigated then concepts are developed through laboratory activities. The workbook format gives instructions for activities interspersed with questions and spaces for answers. The instructions and some of the questions are illustrated and data tables are provided for students to fill out. "Checkup frames" are included at intervals, and students may be directed from these to remedial excursions. Students are directed to other excursions at suitable points in case they wish to explore certain ideas further. (EB)

ED 035 562

SE 007 861

Burkman, Ernest

Probing the Natural World, Volume 2, Teachers Guide.

Florida State Univ., Tallahassee. Dept. of Science Education.

Pub Date 69

Note—170p.

Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, New Jersey 07960

Document Not Available from EDRS.

Descriptors—Chemistry, Discovery Learning, Grade 8, \*Instructional Materials, Science Activities, \*Secondary School Science, \*Teaching Guides

Identifiers—\*Intermediate Science Curriculum Study, National Science Foundation

This teacher's guide to the experimental edition of the second volume of the Intermediate Science Curriculum Study materials includes a general discussion of chemical ideas developed in the course, instructions for preparing solutions and handling equipment, and detailed notes for each chapter and excursion. Chapter and excursion notes give an equipment list, major points of the chapter, safety notes, teaching hints, and student responses. Major points are arranged in sequence to match chapter development. Most of the teaching hints relate to laboratory procedures. Expected student responses to text questions are listed with their rationale (for example, whether they are derived from observation, interpretation, or opinion). Alphabetical lists of equipment and supplies for the year indicate quantities needed for a classroom and for each class section.

Materials to be supplied locally are listed. Information to assist in ordering is given. (EB)

ED 035 563

SE 007 862

Burkman, Ernest

Probing the Natural World, Volume 2B.

Florida State Univ., Tallahassee. Dept. of Science Education.

Pub Date 69

Note—310p.

Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, New Jersey 07960

Document Not Available from EDRS.

Descriptors—Chemistry, Discovery Learning, Grade 8, \*Instructional Materials, Laboratory Manuals, \*Science Activities, \*Secondary School Science

Identifiers—Intermediate Science Curriculum Study, National Science Foundation

Included is the second half of the chapters and excursions of the Intermediate Science Curriculum Study materials designed for grade eight students. Although I.S.C.S. is an integrated science course, most of the concepts developed in this volume relate to chemistry. Introductory notes to the student explain how the book is to be used. Each chapter starts with a short statement of the general problem to be investigated then concepts are developed through laboratory activities. The workbook format gives instructions for activities interspersed with questions and spaces for answers. The instructions and some of the questions are illustrated and data tables are provided for students to complete. "Checkup frames" are included at intervals, and students may be directed from these to remedial excursions. Students are directed to other excursions at suitable points in case they wish to explore certain ideas further. (EB)

ED 035 564

24

SE 007 863

Merrill, M. David And Others

Feedback and Remedial Instruction in Learning

Hierarchical Tasks. Final Report.

Brigham Young Univ., Provo, Utah.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-8134

Pub Date Mar 69

Contract—OEG-4-7-078134-1660

Note—137p.

EDRS Price MF-\$0.75 HC-\$6.95

Descriptors—\*Concept Formation, Elementary School Mathematics, Elementary School Science, Fractions, \*Learning, \*Task Analysis

Forty-five students divided into six experimental groups were given a programmed presentation using teaching machines, which included different feedback procedures. The most efficient feedback procedure was that of administering a specific review until the criterion frame performance was correct. The least efficient procedure was that of repeating the previous presentation as many times as necessary until a correct performance was achieved. In a second experiment, one hundred and sixty school children in the second, third, and fourth grades demonstrated that although the hierarchy of concepts was logical it did not represent the skills in a sequence acquired by these children. Two related studies were also included although they were not a part of the project's proposal. The first investigated various combinations of right-wrong knowledge of results on conceptual learning. The results indicated that knowledge of results did not facilitate learning of the concept acquisition task. The second study examined the effect of the amount of negative knowledge of results upon naming of fractional amounts. Students receiving only the correct responses on the first trial showed significantly fewer errors in subsequent trials than the group which was given four alternative responses but no knowledge of responses on the first trial. (RR)

ED 035 565

SE 007 866

Tenth Year Mathematics, 1968 Reprint from 1954 Syllabus.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 69

Note—32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Algebra, Arithmetic, \*Curriculum, \*Curriculum Guides, \*Geometry, Grade 10, Mathematics Education, \*Secondary School Mathematics



This document is a reprint of the geometry section from the 1954 syllabus Mathematics 10-11-12, An Integrated Sequence for the Senior High School Grades. The text outlines a tenth year geometry course integrated with arithmetic, algebra, and trigonometry, which progresses from an informal to a formal level. The topics suggested include definition, axioms, congruence, constructions, lines, angles, parallelograms, loci, circles, angle measure, similarity, numerical trigonometry, area, coordinate geometry and regular polygons. A suggested time schedule and teaching sequence is included. The content represents the minimum amount required by the Tenth Year Regents examination in New York. (RS)

ED 035 566

SE 007 884

Grobman, Arnold B.

### The Changing Classroom: The Role of the Biological Sciences Curriculum Study.

Biological Sciences Curriculum Study, Boulder, Colo.

Report No.—BSCS-Bull-4

Pub Date 69

Note—370p.

Available from—Doubleday &amp; Company, Inc., Garden City, New York

### Document Not Available from EDRS.

Descriptors—\*Biology, \*Curriculum Development, Educational Change, Evaluation, International Education, \*Science Education, \*Science Education History, \*Secondary School Science, Teacher Education

### Identifiers—Biological Sciences Curriculum Study

The two stated aims of this book are to record the history of the Biological Sciences Curriculum Study (BSCS) and to illustrate the role of an independent national curriculum study group in educational change. Described are the organization of BSCS, the development of policies, and the writing, testing, revision and diffusion of the basic versions and ancillary materials. Procedures and problems of evaluation and of teacher preparation are discussed. The roles played by professional societies, textbook publishers, the National Science Foundation, and the American Institute of Biological Sciences are analyzed. Examples are given of controversies raised by the course, particularly over the teaching of evolution of human reproduction, and also of its impact on biology teaching in other countries. A final summary compares the development of several science course improvement projects and considers the future of such groups. Appendices list people involved in various aspects of the program, BSCS publications, and other literature cited. (EB)

ED 035 567

24

SE 007 891

Alkin, Marvin C.

### Mathematics, 7-9, Instructional Objectives Exchange.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1646

Pub Date [69]

Note—282p.

EDRS Price MF-\$1.25 HC-\$14.20

Descriptors—\*Educational Objectives, \*Evaluation, Grade 7, Grade 8, Grade 9, \*Mathematical Concepts, Mathematics, \*Secondary School Mathematics, Testing

This publication is a collection of two hundred sixty-five objectives and evaluation items for mathematics grades seven through nine. The objectives and measurement items were developed by the Instructional Objectives Exchange (IOX) staff and formulated from curricular material submitted by teachers, schools, and school districts. At present, these materials have not been used in the classroom nor have they been subjected to quality control procedures. Both the behavior aspect and the content of each objective have been selected so that the student is required to learn processes and concepts which are essential to the study of mathematics. Some objectives require the student to do no more than recall knowledge, while others require him to apply his knowledge or analyze problems. Most objectives are accompanied by four sample items which are designed to assess the student's acquisition of the desired behavior. Objectives are arranged according to ascending grade level and are organized into the following categories: sets; numbers; num-

erals and numeration systems; operations and their properties; measurement; geometry; relations, functions and graphs; probability and statistics; applications and problem solving; and mathematical sentences, order and logic. (FL)

ED 035 568

24

SE 007 892

Alkin, Marvin C.

### Mathematics, K-3, Instructional Objectives Exchange.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1646

Pub Date [69]

Note—190p.

EDRS Price MF-\$0.75 HC-\$9.60

Descriptors—\*Educational Objectives, \*Elementary School Mathematics, \*Evaluation, Grade 1, Grade 2, Grade 3, Kindergarten, \*Mathematical Concepts, Testing

This collection contains one hundred seventy-four objectives and evaluation items for mathematics grades kindergarten through three. The objectives and measurement items were developed by the Instructional Objectives Exchange (IOX) staff and formulated from curricular material submitted by teachers, schools, and school districts. To date, these materials have not been used in the classroom nor have they been subjected to quality control procedures. Both the behavior aspect and the content of each objective have been selected so that the student is required to learn processes and concepts which are essential to the study of mathematics. Some objectives require the student to do no more than recall knowledge, while others require him to apply his knowledge or analyze problems. Most objectives are accompanied by four sample items which are designed to assess the student's acquisition of the desired behavior. Objectives are arranged according to ascending grade level and are organized into the following categories: sets; numbers; numerals and numeration systems; operations and their properties; measurement; geometry; relations; functions and graphs; probability and statistics; applications and problem solving; and mathematical sentences, order and logic. (FL)

ED 035 569

SE 007 899

Burkman, Ernest

### Probing the Natural World, Self Evaluation 1.

Florida State Univ., Tallahassee. Dept. of Science Education.

Pub Date 69

Note—55p.

Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, New Jersey 07960

### Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Evaluation, \*Grade 7, \*Physical Sciences, \*Secondary School Science, \*Tests

### Identifiers—Intermediate Science Curriculum Study

This booklet consists of 22-chapter tests that are based on materials in the Intermediate Science Curriculum Study core of activities for Grade 7. The tests are student-administered and student-graded and are designed to give each student immediate feedback on how he is doing in the course. Each test serves to identify and measure specific terminal process and content behaviors expected of the student. The tests are accompanied by an answer booklet which enables the student to evaluate his own progress. Some of the questions on the tests can be answered in one word but most require a sentence or two to answer. Diagrams are used to "describe" problems or situations in many of the test questions. (BR)

ED 035 570

SE 007 900

Burkman, Ernest

### Probing the Natural World, Excursions 1.

Florida State Univ., Tallahassee. Dept. of Science Education.

Pub Date 69

Note—350p.

Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, New Jersey 07960

### Document Not Available from EDRS.

Descriptors—\*Enrichment Activities, \*Grade 7, \*Instructional Materials, \*Physical Sciences, Science Activities

### Identifiers—Intermediate Science Curriculum Study

The student materials for seventh grade in the Intermediate Science Curriculum Study program are in two volumes: the core chapters and the supplementary excursions. The excursions are departures from the core and are designed for three distinct purposes: (1) to provide more challenging materials for especially interested or talented students, (2) to develop items of general interest, and (3) to give remedial help to those needing it. A numbering system is used to tie each excursion to a specific chapter in the core volume. The format for the excursions is similar to the core chapters in that it follows a story line and drawings and diagrams are appropriately used to help convey ideas and directions to students. (BR)

ED 035 571

SE 007 901

Burkman, Ernest

### Probing the Natural World, Volume 1.

Florida State Univ., Tallahassee. Dept. of Science Education.

Pub Date 69

Note—295p.

Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, New Jersey 07960

### Document Not Available from EDRS.

Descriptors—\*Grade 7, \*Instructional Materials, Junior High Schools, \*Physical Sciences, \*Science Activities, \*Secondary School Science

### Identifiers—Intermediate Science Curriculum Study

These materials represent the first third of a coordinated science program for grades seven through nine. The materials have been prepared according to the following Intermediate Science Curriculum Study rationale: (1) science at the junior-high-school level should serve a general education function, and (2) both processes and concepts should be stressed. The content is "fundamental": the materials can be applied to a wide variety of situations and can lead to many and diverse generalizations. Content is organized around the twin themes of "Energy, Its Form and Characteristics" and "Measurement and Operational Definition." This book is written in a story-line style and puts stress upon individual work. Drawings and diagrams are used liberally and particularly in connection with laboratory activities. (BR)

ED 035 572

SE 007 902

Burkman, Ernest

### Probing the Natural World, Volume 1, Teachers Guide.

Florida State Univ., Tallahassee. Dept. of Science Education.

Pub Date 68

Note—225p.

Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, New Jersey 07960

### Document Not Available from EDRS.

Descriptors—\*Grade 7, \*Instructional Materials, Junior High Schools, \*Physical Sciences, \*Science Activities, \*Secondary School Science, \*Teaching Guides

### Identifiers—Intermediate Science Curriculum Study

This is the teaching guide for the first third of a coordinated science program for grades seven through nine. The materials have been prepared according to the following Intermediate Science Curriculum Study rationale: (1) science at the junior-high-school level should serve a general education function, and (2) both processes and concepts should be stressed. The content selected for the seventh-grade course is "fundamental": the materials can be applied to a wide variety of situations and can lead to many and diverse generalizations. Thus, the content in this volume is organized around the twin themes of "Energy, Its Forms and Characteristics" and "Measurement and Operational Definition." The style of the materials lays stress upon individual work as opposed to general classroom activity, general discussion, and whole-group lectures. Included are (1) suggestions to teachers about working with chemicals, testing and grading, safety, working with self-pacing materials; (2) background material for teachers; and (3) suggestions about using student materials. (BR)

ED 035 573

SE 007 911

Deason, Hilary J.

### Science Books: A Quarterly Review, Volume 5 Number 3.

American Association for the Advancement of Science, Washington, D.C.

Pub Date Dec 69

Note—95p.

Available from—American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (\$2.00)

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, \*College Science, \*Elementary School Science, General Science, \*Reading Materials, Resource Materials, \*Secondary School Science

This publication reviews tradebooks, textbooks, and reference works in the pure and applied sciences for students in the elementary schools, secondary schools, and in the first two years of college. Included are selected advanced and professional books useful for reference by students and faculty members. Evaluations and annotations of books reviewed are prepared by qualified specialists. Annotations are listed in order of Dewey Decimal Classification. Accompanying each annotation are two symbols: one for the reviewer's evaluation (highly recommended, recommended, acceptable, and not recommended), and the other for appropriate level—Elementary, very simple; Elementary, intermediate; Elementary, advanced; Junior High; Senior High; First two years of College; and Professional. The author, title, publisher, year, number of pages, and price are given for each book reviewed. The book has a table of contents, a list of reviewers for the issue, and an index of titles. (BR)

ED 035 574 24 SE 007 912

Dixon, Lyle J.

An Analysis of Certain Aspects of Approximation Theory as Related to Mathematical Instruction in Algebra. Final Report.

Kansas State Univ., Manhattan.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-F-030

Pub Date Aug 69

Grant—OEG-6-9-008030-0035(057)

Note—59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors—\*Algebra, \*Instruction, Mathematical Concepts, \*Mathematics, Mathematics Education, \*Secondary School Mathematics

This study is concerned with certain aspects of approximation theory which can be introduced into the mathematics curriculum at the secondary school level. The investigation examines existing literature in mathematics which relates to this subject in an effort to determine what is available in the way of mathematical concepts pertinent to this study. As a result of the literature review the material collected has been arranged in a structured mathematical form and existing mathematical theory has been extended to make the material useful to instructional problems in high school algebra. The results of the study are found in the expository material which comprises the major portion of this report. This material contains ideas of approximation theory which relate to elementary algebra. Also, included is a collection of references for this material. The report concludes that certain techniques of approximating a root of a polynomial by finding roots of a derived polynomial can be presented in a manner which is suitable for courses in elementary algebra. (FL)

ED 035 575 24 SE 003 424

Hill, Mary Broderick

Enrichment Programs for Intellectually Gifted Pupils.

California State Dept. of Education, Sacramento.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date [69]

Note—188p.

EDRS Price MF-\$0.75 HC-\$9.50

Descriptors—Curriculum Development, \*Curriculum Enrichment, \*Elementary School Curriculum, Elementary School Science, \*Enrichment Programs, Fine Arts, \*Gifted, Inservice Teacher Education, Language Arts, Resource Materials

Identifiers—California Project Talent

This report of the enrichment phase of California Project Talent is designed to provide guidelines for teachers in other schools. Part I contains five chapters on the planning phases of

the enrichment program which was operated at the demonstration center of the Los Angeles Unified School District from 1963-1966. Included are rationale for enriched curriculum for the gifted; identification of factors to be considered in structuring or revising curriculums; outlines for criteria for objectives with specific cognitive, affective, and conative behaviors noted; description of learning activities and curriculum organization; and lists of resources in personnel and materials. The five chapters in part 2 report the continuing inservice teacher training program established at the demonstration center. Included are outlines of curriculum provisions to promote the development of creative expression, critical appreciation and scientific attitudes with formats for lesson plans and study units. Part 3, which deals with the implementation of the program in elementary schools, contains description of source materials for lesson plans and course outlines, the content of which parallels the teacher materials (presented in part 2) in language arts, fine arts, and science. Part 4 on program evaluation includes check lists for use in evaluating pupils' progress and for teacher self-appraisal. "Selected References" for each chapter cite books, articles, audiovisual aids, and other supplementary materials. (JS)

ED 035 576 24 SE 003 425

Abbott, Margaret

Teacher Aide Training Program.

Grand Forks Public Schools, N. Dak.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—107p.; An ESEA Title III Project

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors—Elementary School Teachers, \*Paraprofessional School Personnel, Secondary School Teachers, Teacher Aides, \*Teacher Education Curriculum, \*Teacher Workshops, Teaching Skills

This document contains curriculum outlines and preliminary evaluation of the 4-week summer preservice Teacher Aide Workshop to train 40 paraprofessionals to serve as classroom assistants, clerical assistants, or specialists (e.g., aides to work with speech handicapped) in elementary and secondary schools. Course objectives and content outlines are presented for 15 different curriculum areas: The School System (a review of state and local school organization and of educational vocabulary); Basic Skills in Elementary Science, Social Studies, Math, and Reading; Basic Skills in Secondary Language Arts, Math, Science, and Social Studies; Library Skills; Audio Visual Instruction; Aide Routine; Professional Skills; Professional Techniques; and Clerical Skills. Following each outline is a brief course evaluation written by the instructor. Also included are selected evaluative comments by trainees, personal data on trainees, procedures for selection of trainees, notes on the ways aides were used in seven different schools, addresses presented at the aide graduation program, and notes on the total Title III program in Grand Forks (see also SP 003 428 and SP 003 429). (JS)

ED 035 577 24 SE 003 426

Levine, Murray Feeney, M. George

The Effect of Practice Teaching in Inner City Schools on Attitudes Toward Teaching in Inner City Schools.

Pub Date 69

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—\*Changing Attitudes, Discipline, Elementary School Teachers, \*Negro Students, Social Class, \*Student Teachers, Student Teaching, \*Teacher Attitudes, \*Urban Teaching

A study was conducted to develop data concerning the reactions of student teachers to contact with urban, black pupils. Subjects were 130 junior year student teachers (all but two of them white) who were assigned by their state college to four elementary schools in a small city school system. A 34-item questionnaire designed to tap attitudes toward teaching in inner-city schools was administered during the first and last week of their 9-week practice teaching period. Data analysis included observation of pre-post changes by grade level taught; covariance analysis of the post data taking grade taught and social class level into account; correlation of pre-post change

scores on every item with those on every other item; and an analysis to tease out the significance of student teacher social class background. General findings: Overall significant changes were in attitude toward discipline and control (more difficult than expected); toward teaching in the face of social problems (change toward pessimism); and toward inner-city children (positive change). Teaching experience widened the gap between attitudes of those teaching upper and lower grades. Items on teacher control correlated frequently with other items but not with those related to desire to teach in inner-city schools. Few effects were associated with social class per se, but there was significant interaction of social class with grade taught. (Complete findings are discussed.) (JS)

ED 035 578 24 SE 003 427

The Coffe Report, 1969.

British Columbia Univ., Vancouver. Faculty of Education.

Pub Date 69

Note—131p.; Report of the Commission on the Future of the Faculty of Education, University of British Columbia

EDRS Price MF-\$0.75 HC-\$6.65

Descriptors—\*Administrative Organization, \*College Faculty, Degrees (Titles), \*Education, Governance, Graduate Study, \*Preservice Education, Professional Continuing Education, Teacher Education Curriculum

Identifiers—\*British Columbia University Faculty of Education

This report contains the findings of a seven-member faculty commission (to which a student representative was later added) appointed in early 1968 to make proposals for the future development of the Faculty of Education. The introductory chapter places the commission's work in historical perspective, points up priorities, and discusses some issues and problems in the education of teachers. Chapter 2 presents the model of the proposed new structure for organization and government which includes a faculty council, senior administrative board, committees and departments, other offices, and constituencies for deliberation and policymaking decisions. Chapter 3, based on the assumption that the next stage in the growth of the Faculty should be the adoption of a 5-year bachelor of education degree as the basic undergraduate sequence, outlines a curriculum plan which permits the student to elect any one of 30 or more programs, each concerned with a speciality, and to follow one of four routes to the degree. Chapter 4 describes proposed doctoral programs and degrees, the master of arts degree and programs, the master of pedagogy, and other graduate programs. Faculty internal relations (e.g., student relations and personnel policy) are dealt with in chapter 5, external relations (within the university and off-campus) in chapter 6. Chapter 7 discusses continuing teacher education. The final chapter proposes a six-phase schedule (1969-1974) for implementation of the programs. (JS)

ED 035 579 24 SE 003 428

Abbott, Margaret

Evaluation Handicapped Component. Implementation of the Teacher and His Staff.

Grand Forks Public Schools, N. Dak.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—67p.; An ESEA Title III Project

EDRS Price MF-\$0.50 HC-\$3.45

Descriptors—\*Educable Mentally Handicapped, Elementary School Students, Junior High School Students, Operant Conditioning, Physical Education, Pilot Projects, Public Schools, \*Speech Handicapped, \*Staff Utilization, Tape Recordings, \*Teacher Aides, Teaching Techniques

This document contains reports of three projects in the handicapped component of the Grand Forks, North Dakota, Teacher and His Staff program supported by ESEA Title III. The first project reported is "A Pilot Study Using a Teacher Aide Employing Operant Procedures to Assist a Speech Clinician in a Public School Setting." Included is description of the development of new methods and materials (e.g., an innovative reinforcement device which dispenses the tokens, which are trading stamps) for use by the teacher aide in working with nine children with severe articulation disorders. The second report, an



"Evaluation of Teacher-Aide Directed Taped Instruction in the Educable Mentally Retarded Classroom," describes an attempt to determine whether seven educable retarded junior high school students could learn and retain information through directed audio tapes. It describes the use of a teacher aide to transcribe textbook information onto tapes, to direct instruction using the tapes, and to administer and record results of pre- and posttests used to determine the technique's effectiveness. The third paper reports "The Development of a Physical Education Program for Mentally Educable Students in Winship Elementary School." General organization and content of the program are described. Each report contains description of project results, evaluation (all were considered generally successful), and recommendations for further study or modification. (JS)

**ED 035 580** SP 003 429

Branson, Quinn And Others  
Implementation of the Teacher and His Staff Concept Project. Research Report No. 2, Evaluation Report.

North Dakota Univ., Grand Forks. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 69

Note—166p.; Grand Forks Title III Project

EDRS Price MF-\$0.75 HC-\$8.40

Descriptors—Attitude Tests, Behavior Rating Scales, Elementary Schools, Junior High Schools, \*Measurement Instruments, \*Staff Utilization, \*Teacher Aides, Teacher Attitudes, Teacher Evaluation, Teacher Role

Identifiers—ESEA Title III, Minnesota Teacher Attitude Inventory, MTAI, PTO, Purdue Teacher Opinionnaire, TAAI, TAE, TAI, Teacher Activity Inventory, Teacher Aide Attitude Inventory, Teacher Aide Evaluation

This report evaluates the second year of the Title III project in which one full-time paraprofessional was provided for each six professional members of the instructional staffs in one junior high and two elementary schools. The main sections contain description of (1) the use of teacher logs and teacher aide logs to determine the direct cost to utility ratio for aides and to determine whether the aide affected the activities of the teacher, (2) efforts to validate the 60-item Teacher Aide Attitude Inventory (TAAI) developed for use in the project, (3) use of the Minnesota Teacher Attitude Inventory (MTAI) to determine if teachers utilized aides to improve their own rapport with children, (4) design and use of the Teacher Activity Instrument (TAI) to measure change in the amount of time teachers spent carrying out certain tasks and change in teacher perceptions regarding uses of aides, (5) use of the Purdue Teacher Opinionnaire (PTO) to measure teacher morale as it related to the availability of aides, (6) development and use of the 20-item Teacher Aide Evaluation (TAE) scale used by teachers to assess the aides with whom they worked, (7) use of all data to determine what combination of variables might best predict which teachers would use aides in a meaningful manner and which aides would be expected to achieve the highest ratings, and (8) a semantic differential study of all students in seven grades to analyze possible affective domain changes resulting from the presence of aides. (JS)

**ED 035 581** SP 003 430  
Internal PR for Education Associations. PR Bookshelf No. 4.

National Education Association, Washington, D.C.

Pub Date 69

Note—33p.

Available from—Publication-Sales, NEA, 1201 16th St., N. W., Washington, D. C. 20036 (Stock No. 381-11908, \$1.00)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Communication (Thought Transfer), \*Faculty Organizations, Planning, \*Public Relations, Teacher Associations

This booklet contains discussion of internal public relations for a local education association with suggestions for enhancing the association's image with its members and potential members. The five sections are (1) "Start with Analysis and Evaluation"—a listing of steps in planning an internal public relations program; (2) "Orientation:

A Key Place for Action"—discussion of the role of the association in orientation of new teachers to the school system; (3) "Faculty Representative: Frontline PR"—discussion of the role of the elected leader of a faculty association with tips on characteristics and techniques of effective person-to-person communication within local associations; (4) "Publications: Necessary Tools of PR"—notes on newsletters, brochures, and other printed communications; (5) "Let's Hold Only Productive Meetings"—discussion of various types of association meetings with questions for use in planning. Appended are a prototype chart for PR committee organization with suggested duties for nine different subcommittee chairmen, a sample orientation survey questionnaire, an example of the development and use of an association symbol ("logo"), and suggested ingredients in a membership enrollment campaign. (JS)

**ED 035 582** SP 003 431

Fox, David J. And Others  
Supportive Training for Inexperienced and New Teachers (STINT). Part I.

Center for Urban Education, New York, N.Y.

Pub Date Sep 69

Note—140p.

EDRS Price MF-\$0.75 HC-\$7.10

Descriptors—\*Beginning Teachers, \*Inservice Teacher Education, Master Teachers, Teacher Educators, \*Teacher Orientation, Teacher Supervision

This document is an evaluative description of the program conducted by the New York City Board of Education during the 1968-69 school year. Opening chapters describe the two-phase evaluation design (descriptive and qualitative) and outline the program in which an initial group of 152 master teachers plus 100 more added in February were assigned as teacher trainers to 229 schools where each worked with a maximum number of nine new teachers, providing demonstration lessons, assisting cooperative planning, advising on implementing curriculum, guiding in disciplinary procedures, and helping to establish classroom routines. The six chapters presenting results of the evaluative study deal with characteristics and role of the teacher trainer; evaluation of classroom functioning including teacher ratings, teacher-pupil interaction, and teacher characteristics; scope of the program and its overt impact on children and teachers including children's achievement and attendance and teacher attendance; and perceptions of the program by district coordinators and principals and by STINT teacher trainers. Findings are summarized. Conclusions are drawn which indicate that the program was successful, and recommendations for its continuation and expansion are listed. Appendixes include the seven evaluation instruments used (interview guides and questionnaires) and the manual entitled "Guidelines for Teacher Trainers." (JS)

**ED 035 583** SP 003 433

Hering, William M., Jr.

Student Learnings from Sociology Project Materials According to Teacher Preparation in Sociology.

Pub Date Nov 69

Note—14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—\*Effective Teaching, \*Episode Teaching, \*Instructional Materials, Performance Factors, \*Sociology, Student Improvement, \*Teacher Background, Teacher Education, Testing Problems

This paper reports on two studies based on classroom use of episode materials developed by Sociological Resources for the Social Studies (SRSS). The 2-week episodes are intended to introduce a sociological perspective into existing social studies courses. The studies were designed to explore the relationship, if any, between the amount of formal teacher preparation in sociology (i.e., the number of hours of exposure to the discipline) and the effectiveness of the episode materials in promoting student learning. Both studies indicate "very little difference in student performance, when controlled for ability level, regardless of the level of teacher preparation in sociology." Among the possible conclusions suggested by the comparative studies are: "the materials produced by the SRSS project can be as effectively taught by teachers with considerable sociology and no special training as by teachers

with considerable sociology and special training" (i.e., they are "teacher-proof materials"); the effects of special training and preparation in subject matter and methods cannot be measured in terms of student performance on objective, cognitive tests; and "the national evaluation scheme of the SRSS project straightjacketed all teachers to such an extent that differences in preparation could not affect the results." (Author/JS)

**ED 035 584** SP 003 434

Behavioral Analysis Instrument for Teachers.

Educational and Cultural Center, Syracuse, N.Y.

Note—26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors—Affective Behavior, \*Classroom Environment, \*Classroom Observation Techniques, Cognitive Processes, Curriculum, Lesson Plans, \*Measurement Instruments, Planning, Student Behavior, Student Evaluation, \*Teacher Behavior, \*Teaching Procedures, Teaching Techniques

Identifiers—BAIT, \*Behavioral Analysis Instrument for Teachers

This instrument, developed and field-tested since February 1969, can be used to describe teacher behaviors during classroom teaching, planning, and evaluation and diagnosis. It is designed for use by a team of clinicians, the number depending on the purpose for which the instrument is used, e.g., to develop teacher descriptions for use in certification, employment, or tenure; to assist in establishing a differentiated staff; to aid in supervising students and intern teachers; to identify points of weakness in curriculum and behavior. The instrument contains specific items for behavior under each category and sub-category: (1) Teaching (General Techniques, Cognitive, Affective); (2) Planning (Scope and Sequence of the Curriculum, Curricular Materials in Subject Area, Learning Process and Child Development, Innovative Programs and Practices); and (3) Evaluation-Diagnosis. On each item teachers may be observed to operate at one of four levels: (1) knowledge of (the environment for); (2) ability to establish (the environment for); (3) ability to analyze (the existing environment for); (4) ability to evaluate (the existing environment for). Teacher questionnaires and interviews supplement classroom observation records in the description-writing process. The instrument is being further refined and a program to prepare clinicians developed. (The category items, a sample observation sheet, and steps in administration are included.) (JS)

**ED 035 585** SP 003 436

A Program of Professional Development. EPDA.

Summer 1969.

Los Angeles Unified School District, Calif.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Educational Personnel Development.

Pub Date [69]

Note—44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors—Adult Educators, Elementary School Teachers, \*Inservice Teacher Education, Mexican Americans, \*Minority Group Children, Negro Students, Program Planning, School Community Cooperation, Secondary School Teachers, \*Teacher Workshops, Urban Teaching

A 6-week summer workshop dealing with the problems and methods of teaching Negro, Mexican-American, and other minority group children was conducted for 208 teachers and ancillary personnel in the 15 schools of the Jordan and Garfield Educational Complexes, Los Angeles. The two program components were coordinated by different sets of leaders on an alternating schedule. In the methodology component 22 groups representing the various elementary grade levels and secondary and adult school subject areas explored teaching materials and techniques through a variety of resource people, research projects, and field trips. For the human relations component, which focused on feelings and attitudes, members were assigned to small discussion groups led by psychology and group dynamics specialists; they met after each speaker's presentation to the total workshop group. Groups in both components included student workshop aides, parents, and community participants. Teachers, students, and parent-community representatives had also been involved in the 16-hour spring planning phase for exploration of



problems involved in teaching minority students and for determination of workshop content. The resulting interaction was deemed the workshop's major strength. Major weaknesses: the alternating schedule, size of methodology groups (often too small), and failure to involve administrators in the operational phase. (Appended are schedules, and content, activity, and resource summaries. (JS)

ED 035 586 SP 003 440

LeBaron, Walt  
System Theory: Some Applications for Curriculum and Instruction.

System Development Corp., Santa Monica, Calif.  
Report No.—SP-3304  
Pub Date Mar 69

Note—28p.; Revision of a speech presented at the annual meeting, Association for Supervision and Curriculum Development, Atlantic City, N.J., March 1968

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors—Adjustment (to Environment), \*Educational Environment, Educational Innovation, Educational Objectives, \*Educational Planning, Political Influences, \*Program Planning, \*School Systems, \*Systems Approach

This paper describes systems analysis in general terms, suggests some applications for education, and discusses the limitations of its use. Such problems as the political conditions, the lack of clear-cut goals, and the failure to plan alternative methods for achieving goals are seen as major limitations. To overcome these conditions and to permit positive planning, an "educational service system" is proposed as an analytical method. It is emphasized throughout that system procedures can contribute to education only as they are adjusted to the realities of the educational context. The six major steps in the process of systems analysis which are identified and discussed are: conceptualizing the system or the "problem universe," defining the "subsystems," stating the objectives of the system, developing alternative procedures, selecting the best alternative, and implementing the system. (Author/JS)

ED 035 587 SP 003 441

LeBaron, Walt  
A Systems Approach to the Organization of Teacher Training Experiences.

System Development Corp., Santa Monica, Calif.  
Report No.—SP-3242  
Pub Date Feb 69

Note—32p.  
EDRS Price MF-\$0.25 HC-\$1.70

Descriptors—Educational Innovation, \*Elementary School Teachers, Inservice Teacher Education, Preservice Education, \*Program Design, \*Systems Approach, \*Teacher Education Curriculum, \*Teacher Experience, Teacher Role

This paper presents a general model for restructuring teacher education programs in order that they might more adequately fulfill what the planners consider to be the essential goal of teacher education—i.e., the production of "teachers who are self-actualizing, integrated persons, fully capable of functioning within the evolving institution of the elementary school." The model (a sequential ordering of major blocks of study based on the principles and procedures of systems analysis) is designed "to be capable of interfacing with the present system, particularly with the realities of higher educational institutions; and to be capable of simultaneously responding and looking forward to a changing society, while not losing track of who the teacher is in the process." Distinctive characteristics of the two-part model are its conception of and provision for a teacher education program which embraces not only the 4-year basic, preservice training period, but also the first several years of inservice experience and includes preparation for a wider variety of teacher-related roles and functions than do most existing programs (for example, "system functions in man-machine systems," "community, non-school roles," "helper roles for new and younger teachers," etc.). Graphic materials included are "Teacher Education Program Output Analysis" and "Teacher Education Program Component Flow Chart." (ES)

ED 035 588 24 SP 003 446

Lauroesch, William P. And Others  
The Use of Student Feedback in Teacher Training. Chicago Univ., Ill. Graduate School of Education. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-E-115

Pub Date Jun 69

Grant—OEG-5-9-235115-0001(010)

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—\*Feedback, \*Student Opinion, \*Teacher Education, \*Teacher Evaluation, Teacher Interns, Teacher Supervision

Identifiers—SOQ, Student Opinion Questionnaire  
A study was conducted to evaluate certain formats for providing feedback of student opinion during teacher training. A class of 69 interns were randomly assigned to five treatment groups and one of their classes was chosen to be used in the experiment. In February each class in three of the groups was given the Bryan Student Opinion Questionnaire (SOQ) and a parallel self-appraisal form only, and a fifth group was not tested until the end of the experiment. The three groups of teachers whose pupils were given the SOQ were given three feedback treatments; (1) no feedback, (2) written feedback only, and (3) written feedback plus a conference with a supervisor. In early May all five groups were given the SOQ and the self-appraisal form. The data were analyzed in three stages: (1) to compute basic statistics, correlations, and factor analyses, (2) to detect differences between treatment groups, and (3) to detect possible sources of invalidity and to assess the accuracy of self-appraisal. There were significant differences between the treatment groups. Feedback, as compared with no feedback, was effective in changing subsequent pupil ratings, but in a direction opposite that which was expected. Those teachers receiving feedback were rated lower in May than in February. The conference mitigated this effect, but did not eliminate it. (Findings, instruments, and references are included.) (JS)

ED 035 589 24 SP 003 447

Good, Thomas L. And Others

Teacher Assessment of Pupil Potential. Report Series No. 33.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0249

Pub Date Sep 69

Grant—OEG-6-10-108

Note—12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors—\*Academic Achievement, Elementary School Teachers, Secondary School Teachers, \*Student Ability, \*Student Evaluation, \*Teacher Behavior

A study was conducted to examine the relative accuracy of elementary and secondary teachers in judging student capability. Fourteen eighth-grade teachers and 16 fifth-grade teachers were asked to rate special study children five times during the year on a behavior rating scale focusing on identification of under- and overachievement. From the pupils who met age (10, 14) and other criteria, four or five children were selected from each class for special study. Within each class were identified the boy and girl whose previous year's grade point average (GPA) rank in that class showed the greatest positive rank-order discrepancy with their California Test of Mental Maturity (CTMM) IQ rank in that class. The same plan was used to select the boy and girl exhibiting the greatest negative discrepancy. Thus a set of underachievers and overachievers were identified in each classroom. Teacher ratings were compared with the actual discrepancy scores between CTMM and GPA. Results demonstrated that teachers correctly identified more overachievers than underachievers. However, this was due to the fact that teachers identify more students as overachievers. Comparing the hit rate with the guess rate, it was concluded that teachers are not good judges of student capability. Secondary and elementary teachers appear equally poor judges. More research is needed to isolate the factors that prevent teachers from identifying children who are capable of performing at higher levels. (JS)

ED 035 590 SP 003 459

Costello, Melissa H.

Teacher Education and Job Corps Cooperative Project.

Gorham State Coll., Maine.

Pub Date 67

Note—9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors—\*Cooperative Programs, \*Disadvantaged Groups, Educational Opportunities, Interinstitutional Cooperation, \*State Colleges, \*Student Teachers, \*Vocational Training Centers

This document presents a description and preliminary evaluation of a pilot project involving Gorham State College and the Poland Spring Job Corps Center for Women in a cooperative program designed to enlarge student teacher opportunities for working with disadvantaged students and to explore potentialities of Job Corps trainees in higher education. Developed by staffs of both the college and the center, the program enables student teachers to be placed at the Job Corps Center for an 8-week period, during which time they teach English, mathematics and general science to both individuals and groups, while receiving guidance from experienced Center personnel. In turn, selected Job Corps women are enrolled in freshman courses at the College and, under the provisions of a carefully planned advisor-advisee program, are offered assistance in making the transition from Center to College environment. Resources, staffs, and services of both institutions are shared, as are the minimal costs of the program. Preliminary evaluations indicate that the cooperative project is proving of mutual benefit to both the institutions and their students. (Author/JS)

ED 035 591 SP 003 460

A Program of Orientation and In-Service Education of Cooperating Teachers.

Concordia Teachers Coll., River Forest, Ill.

Pub Date [69]

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—\*Affiliated Schools, \*College School Cooperation, College Supervisors, \*Cooperating Teachers, \*Cooperative Programs, \*Inservice Teacher Education, Student Teaching, Supervisory Methods, Teacher Educator Education, Teacher Orientation

This document describes a cooperative program designed to strengthen rapport between the college department of student teaching and its off-campus student teaching centers, to improve the quality and supervision of student teachers within these centers by developing increasingly effective cooperating teachers, and to strengthen the college supervisory personnel. The seven interrelated components of the program are as follows: (1) general orientation sessions for new cooperating teachers; (2) continuing dissemination of handbooks and related supplementary materials to cooperating teachers; (3) a series of quarterly dinner meetings involving various groups of related personnel; (4) a 1-week summer institute in the supervision of student teachers; (5) weekly visits by the college supervisors which ensure continuing and direct personal interaction; (6) college assistance with staffing needs of the cooperating centers; and (7) a leave-of-absence program which enables outstanding cooperating teachers to join the college staff as college supervisors for a year. (Author/ES)

ED 035 592 SP 003 461

Adair, Charles H. Kyle, Allan R.

Effects of Feedback on Teacher Behavior. An Exploration into the Use of Videotaping in Teacher Education Programs.

Southeastern Education Laboratory, Atlanta, Ga. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 69

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Behavior Change, Elementary School Teachers, \*Inservice Teacher Education, Interaction Process Analysis, \*Questioning Techniques, \*Self Evaluation, \*Supervisory Methods, Teacher Behavior, \*Video Tape Recordings

The research study reported in this monograph was designed to assess the effects of three types of feedback-evaluation procedures (two of which involved the use of video tape) in changing the question-asking behavior of inservice teachers. Three randomly formed groups of sixth-grade teachers participated in the three-stage study, with each group using one of the following feedback procedures: (1) standard observation practice (teacher-supervisor conference following classroom observation by supervisor); (2) self-

analysis of videotaped teaching session; and (3) directed self-analysis (supervisor-assisted) of a videotaped teaching session. Among the findings of the study (which focused on two or four types of questions used in analysis of question-asking behavior) are (1) that the two video tape-based procedures appeared equally effective and were more effective than standard observation procedures in reducing the percentage of rhetorical questions asked by teachers and (2) that each of the three procedures was effective in increasing the percentage of probing questions asked. Among the tables and exhibits included in the appendix are several guides used by teachers and supervisors in observing and analyzing questioning behavior. (ES)

ED 035 593 24 SP 003 462

Sowder, Larry

**Discovery Learning: A Status Study, Grades 4-7, and an Examination of the Influence of Verbalizing Mode on Retention. Report from the Project on Analysis of Mathematics Instruction.** Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-99

Bureau No.—BR-5-0216

Pub Date Jul 69

Contract—OEC-5-10-154

Note—154p.

EDRS Price MF-\$0.75 HC-\$7.80

Descriptors—\*Discovery Learning, \*Elementary School Mathematics, Mathematics Instruction, \*Retention, \*Stimulus Generalization, Verbal Learning

A study had two aims: to explore the ability of pupils of grades 4-7 to give operational evidence of generalizing in selected numerical situations, and to study the effects of differing manners of verbalizing a generalization on the retention of the ability to use the generalizations. Pupils (18) from each of grades 4-7 in a public school were randomly chosen and given an individually administered discovery test consisting of the stimulus portions of instances of generalizations. For the exploratory part of the study, the number of instances required before the pupil gave correct responses, as well as the number of generalizations apparently formed, were recorded and analyzed by a grade-by-IQ level-by-sex analysis of variance and with respect to a linear model with independent variables age, IQ, arithmetic achievement, and mathematical interests. Performance on a follow-up test (one week later) based on instances of the generalizations on the discovery test was to provide information for the influence-of-verbalizing study. Indications are that most pupils can form generalizations of the type encountered, although pupils of lower IQ require more instances. With the number of instances needed as a criterion, the optimal grade level at which to offer generalizing tasks appear to be grade 6 or after. The plateau at grade 6 supports Piagetian thought, although it may be due to a plateau on computational proficiency. (Instruments and bibliography are included.) (Author/JS)

ED 035 594 SP 003 472

**Summary of the Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Summary of the Final Report.**

Syracuse Univ., N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9018

Pub Date Oct 68

Contract—OEC-0-8-089018-3313(010)

Note—10p.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Educational Change, \*Elementary School Teachers, General Education, Individual Development, Social Change, \*Teacher Education, Teaching Experience

Identifiers—Specifications for Elementary Teacher Education

A 5-year self-paced model program for the preparation of elementary school teachers was based on six assumptions: that no one point of view is best in teacher education; that because of societal change, there is a need for self-renewing teachers; that an intent-action-feedback process is needed to keep the program self-renewing; that continual inservice training is necessary for

teacher educators; that individual uniqueness should be accommodated; and that protooperation between teacher education institutions and schools is needed. The model consists of components (a liberal education component and six professional components) which are composed of instructional modules and which provide for independent study\* or small group instruction. The liberal education component provided general knowledge to the student through part of his junior year. The teaching experiences, provide instruction and specialization through the senior year to provisional certification. An optional fifth year provides partnership teaching with in-depth study in the six professional components. In addition, three support systems facilitate program utilization: the program support system, the information and evaluation system, and the organizational support system. (The complete report is ED 026 301-2. This summary was previously announced as ED 032 264.) (SM)

ED 035 595 SP 003 473

**Summary of the Educational Specifications for a Comprehensive Elementary Teacher Education Program. Summary of the Final Report.**

Toledo Univ., Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9026

Pub Date Oct 68

Contract—OEC-0-8-089026-3310(010)

Note—7p.

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Behavioral Objectives, Educational Change, \*Elementary School Teachers, Social Change, \*Teacher Education, Teaching Experience

Identifiers—Specifications for Elementary Teacher Education

A comprehensive undergraduate inservice model for the preparation of elementary school teachers was developed to accommodate the forces of societal and educational change. Behavioral objectives were formulated from topics derived from five specific sources of change (instructional organization, educational technology, contemporary learning-teaching processes, societal factors, and research) for each of six target populations: preservice preschool and kindergarten teachers, preservice elementary school teachers, inservice teachers, college and university personnel, administrative personnel, and supportive personnel. Each specification component was coded to provide easy access to program components for the development of special purpose programs. Any program based on the above specifications and objectives will be activity-centered; will progress from observation to direct classroom involvement; will use both individual and group study; will use conference, performance, and observation for evaluation; and will use a variety of media for implementation. Program evaluation was accomplished through two procedures: Context, Input, Process, and Product (CIPP) which was developed especially for the model; and the Program Evaluation Review Technique (PERT). (The complete report is ED 025 456-7. This summary was previously announced as ED 032 259.) (SM)

ED 035 596 SP 003 474

**Summary of a Model of Teacher Training for the Individualization of Instruction. Summary of the Final Report.**

Pittsburgh Univ., Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9020

Pub Date Oct 68

Contract—OEC-0-8-089020-3309(010)

Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—Academic Education, Educational Strategies, \*Elementary School Teachers, Flexible Progression, Individual Development, \*Individualized Instruction, \*Teacher Education, Teaching Experience

Identifiers—Specifications for Elementary Teacher Education

Individualized instruction is the central theme of a model for the preparation of elementary school teachers, and this theme is developed through the inclusion of unique features such as emphasis on program flexibility, student self-development, and learner efficiency. These unique features are incorporated into an

academically and clinically sequenced general training plan (which includes cognitive input and affective and field experiences) for a program which has five requirements: academic education, professional education, training for teacher competencies, a clinical setting, and a guidance component. The plan also endorses a general instructional mode for all levels of learning. Student progress through the program is adapted to the individual and is accounted for by admission criteria, guidance procedures aimed at professional and personal self-development, and four-stage course selection by the student through the academic and clinical sequences of the model leading to a bachelor's degree in education. The costs of instructional materials development, faculty retraining, administration and coordination, space, evaluation, and general funding will affect the cost of program implementation. (The complete report is ED 025 495. This summary was previously announced as ED 032 265.) (SM)

ED 035 597 SP 003 475

**Summary of Behavioral Science Elementary Teacher Education Program. Summary of the Final Report.**

Michigan State Univ., East Lansing.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-9025

Pub Date Oct 68

Contract—OEC-0-8-089025-3314(010)

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—Behavioral Sciences, \*Elementary School Teachers, \*Scientific Methodology, \*Teacher Education, Teaching Experience

Identifiers—Specifications for Elementary Teacher Education

A model for the preparation of elementary school teachers based on the content and modes of inquiry of the behavioral sciences, on a clinical behavior style (a regularized diagnostic and regenerative approach), and on the teach-as-taught effect was developed by an interdisciplinary team at Michigan State University. The undergraduate program model, implemented through short, single-purpose content modules which could be grouped to form components was composed of five major curricular areas: general liberal education, designed to relate general knowledge to the study of human behavior; scholarly modes of knowledge, designed to relate specific knowledge on human behavior to teaching; professional use of knowledge, designed to translate knowledge into action in simulated or live teaching experiences; human learning, designed to explore human capacity for learning, human environmental systems, and cognitive development; and clinical studies, designed to develop the clinical behavior style in teaching through a four-phase program beginning in the freshmen year. Also, teacher specialization and continued professional study (along with joint college school responsibility for teacher education) were included as additional curricular areas. Program evaluation, development, and management components were created and operated on a clinical basis. (The complete report is ED 027 285-6-7. This summary was previously announced as ED 032 260.) (SM)

ED 035 598 24 SP 003 511

Sandefur, J. T. And Others

**Teaching Experience as a Modifier of Teaching Behavior. Final Report.**

Kansas State Teachers College, Emporia.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-F-027

Pub Date 30 Sep 69

Grant—OEG-68-008027-0010(057)

Note—52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors—\*Beginning Teachers, \*Behavior Change, Classroom Observation Techniques, Interaction Process Analysis, \*Longitudinal Studies, Preservice Education, Student Teachers, \*Teacher Behavior, Teaching Experience

The research conducted in this study was specifically designed to examine the changes in teacher behavior exhibited during student teaching and those behaviors exhibited during the last three weeks of the subjects' first year of teaching. The specific behaviors examined were assessed by the Classroom Observation Record



(which included four dimensions of pupil behavior and 18 dimensions of teacher behavior) and teacher behaviors which could be examined through a 16-category system of interaction analysis. The subjects were 50 secondary teachers who were completing their initial year of teaching, all of whom had been participants in a previous research study which established the "pre" data on teaching behaviors. Twenty-five were members of an experimental preservice program which emphasized indirect teaching behaviors. Twenty-five were members of a control group. Among the conclusions derived from extensive data were: (1) Certain teaching behaviors are significantly modified by teaching experience (e.g., increases in such areas as fairness, kindness, responsiveness, understanding, poise, confidence, reliance upon directed practice and indirect methods); and (2) Significant differences existed between the experimental and control groups. (See document for detailed analysis.) Pupil behavior and teacher ability to stimulate students did not seem to be significantly altered as a result of teacher experience. (Author/ES)

ED 035 599 24 SP 003 512

Kiser, Luther And Others

**Project Evaluation: The Effect of Selected Media Feedback upon the Interactive Behavior of Student Teachers. Final Report.**

Missouri Univ., Columbia. Coll. of Education. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR 8-F-052

Pub Date Oct 69

Grant—OEG 6-9-08052-0033 (057)

Note—61p.

EDRS Price MF-\$0.50 HC-\$3.15

Descriptors—\*Behavior Change, Classroom Observation Techniques, Feedback, Instructional Media, \*Interaction Process Analysis, Preservice Education, \*Student Teachers, \*Supervisory Methods, Teacher Educator Education, \*Video Tape Recordings

Identifiers—Flanders Interaction Analysis Scale

The purpose of this research project was to ascertain the medium (i.e., video tape, audio tape, or regular supervisory feedback) that had the greatest impact in changing the classroom interactive behavior of selected student teachers as measured by Flanders' interaction analysis categories. The study involved three matched groups of student teachers of English (video experimental, audio experimental, and control), each of which received one of the types of feedback from one of two supervising teachers. Data was subjected to the two-tail test of significance at the .05 level of confidence. Although change in instructional behavior occurred in all three groups, and although the magnitude of the directional change was greater for student teachers receiving video or audio recorded feedback than for teachers in the control group, the only statistically significant behavior change occurred in the video experimental group. Members of this group exerted significantly less "direct teaching influence" and significantly more "indirect teaching influence." Findings and conclusions suggest that utilizing video recorded classroom interaction as part of the supervisory process has positive results and that the effect of both video and audio supplemented supervisory feedback could be enhanced by having supervising teachers highly trained in the use of various feedback media. (Author/JS)

ED 035 600 24 SP 003 517

Millitt, Gregg B.

**Comparison of Training Procedures for Promoting Teacher and Learner Translation Behavior. Technical Report No. 9.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR 5-0252-0501

Pub Date Nov 69

Contract—OEC-6-10-078

Note—30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors—Classroom Communication, \*Interaction Process Analysis, Learning Processes, \*Preservice Education, Social Studies, \*Teacher Behavior, Teacher Interns, \*Teaching Methods, \*Video Tape Recordings

The purpose of this study was to compare the effectiveness of four training procedures in changing translation behaviors of intern teachers and their pupils in secondary school social studies classes. The four training procedures or treatments (applied to four randomly assigned groups of intern teachers) were: an unstructured discussion of material that was to be taught later in social studies class; (2) oral instruction on how to teach the material; (3) videotaped demonstration of how to teach the material; and (4) a combination of the oral instruction and demonstration procedures. "Translation" was defined as "statements about the meanings of written words and combinations of written words in light of the context in which the words were used" and was classified and measured according to (1) pupil translation statements (oral and written) and (2) seven types of teacher behavior ("translation strategies"). Analysis of tapes of classroom presentations and discussions indicated significant differences (.01 level) between the four treatments: i.e., the unstructured discussion procedure was the least effective; and the demonstration plus presentation procedure was most effective (.05 level of significance). No differences were indicated between treatments on the written test scores. (Author/ES)

ED 035 601 SP 003 519

Dodt, Norman R.

**A Guide to a Model for the Preparation of Elementary School Teachers.**

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 69

Contract—OEC-0-8-080490-3706(010)

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—\*Behavioral Objectives, College School Cooperation, Differentiated Staffs, \*Elementary School Teachers, Experimental Schools, Feedback, Individualized Instruction, Inservice Teacher Education, Interdisciplinary Approach, \*Models, Performance Specifications, Preservice Education, Systems Approach, \*Teacher Education

Identifiers—Specifications for Elementary Teacher Education

Teacher educators need to plan instruction with behavioral objectives; their selection of lesson content, teaching strategies, and student evaluation criteria should be consistent with these objectives. In the Florida State University model program, trainees are expected to reach the above goals by progressing at individual rates through performance specifications. The trainee moves through three phases: underclass (general and preprofessional education, which may be undertaken in a junior college), preservice (academic and professional), and inservice. It is expected that the academic and professional faculty will collaborate closely during this program; stimulus for collaboration comes from their mutual development of a battery of diagnostic tests to be used in trainee selection and placement. Learning for the trainee continues beyond graduation into a full-time teaching position in a "portal school"—a public school responsible for training new teachers as well as educating children. The "portal school" should encourage cooperation between university and school personnel and should provide feedback for improving both the preservice and inservice phases. Other important features of the Florida model are its emphasis on differentiated staffing and its computerized management control system, used to monitor individual trainees' progress and to provide feedback for program modification. (See ED 034 076 for a reader's guide to the nine funded models.) (LP)

ED 035 602 SP 003 520

Houston, W. Robert

**A Guide to Behavioral Science Elementary Teacher Education Program.**

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 69

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Note—31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors—\*Behavioral Objectives, College School Cooperation, Differentiated Staffs, \*Elementary School Teachers, Experimental Schools, Feedback, Interdisciplinary Approach, Internship Programs, \*Models, \*Preservice Education, Systems Approach, Teacher Education, Teaching Experience, \*Teaching Styles

Identifiers—Specifications for Elementary Teacher Education

A key concept of the Michigan State University model is the clinical behavior style of the teachers it produces. Teachers are expected to approach teaching as clinical practice and to stylize a particular set of activities: describing, analyzing, hypothesizing, prescribing, treating, and observing consequences. Training in the clinical approach occurs, in part, in a clinic-school-network—a cooperative project of the university and one or more school systems—where prospective teachers observe and analyze teacher behavior patterns, where interns teach, and where the university staff develops teaching materials. The model, which was designed by interdisciplinary teams, has five major areas of study: general-liberal education, scholarly modes of knowledge, professional use of knowledge, human learning, and clinical and field study. The trainee moves individually through single purpose experiences and modules, each of which aims for a specific behavioral objective. The modules, as well as information about student progress, evaluation, research, and clinic-school settings (rural, suburban, and urban), are part of an information retrieval system. Trainees may specialize in a subject area and age group. The program also features entrance requirements based on evolving standards, continual feedback for program modification, early trainee experience with children, and faculty currency through the rotation of professors into field experiences. (See ED 034 076 for a reader's guide to the nine funded models.) (LP)

ED 035 603 SP 003 521

Schalock, H. Del

**A Guide to a Competency-Based, Field-Centered Systems Approach to Elementary Teacher Education.**

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 69

Contract—OEC-0-8-080490-3706(010)

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—\*Behavioral Objectives, College School Cooperation, \*Elementary School Teachers, Inservice Teacher Education, \*Models, Preservice Education, Systems Approach, \*Teacher Education

Identifiers—Specifications for Elementary Teacher Education

The ComField model of the Northwest Regional Educational Laboratory requires that trainees demonstrate, prior to certification, their ability to bring about learning outcomes in children and parental involvement in the program. Hence, the functions and behaviors of teachers in given settings need to be specified. The ComField model itself does not specify them; rather the adopting college and public school system should be equal partners in selecting the competencies and behaviors to be taught in laboratory and live conditions. Similarly, they should jointly evaluate trainee performance and make policy decisions. The model also expects the trainee to become a self-understanding, self-directed learner, to contribute to the design and continual assessment of the program, and to function in a wide range of social contexts. The latter presumes the involvement of the community. The model provides for a preservice component, which can be adapted to many types of education programs, and an inservice component for supervising and practicing teachers. It also features eight support systems: personnel, supplies, instructional development, program evaluation, program modification, cost accounting, and a computer-based information management system. (See ED 034 076 for a readers' guide to the nine funded models.) (LP)



ED 035 604

SP 003 522

Weber, Wilford A.

**A Guide to Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers.**

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 69

Contract—OEC-0-8-080490-3706(010)

Note—24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors—Behavioral Objectives, \*Educational Change, \*Elementary School Teachers, Individualized Instruction, Inservice Teacher Education, Learning Processes, \*Performance Specifications, Preservice Education, Professional Education, Systems Approach, \*Teacher Education

Identifiers—Specifications for Elementary Teacher Education

The Syracuse University model educates teachers to confront change and initiate change responsibly in schools and communities. The model's 4 preservice years, composed of seven instructional units, focus on process goals. The first 2 1/2 years are devoted to liberal education with the aim of developing in the trainee new ways of perceiving, realizing, feeling, and deciding. The junior and senior years are for specialization and for professional study in six areas: methods and curriculum (focusing on problem resolution), child development, teaching theory and practice (focusing on decisionmaking), professional sensitivity training, self-direction, and social-cultural foundations. During the latter unit, the trainee, working with a counselor, determines the behavioral changes he would like to bring about in his pupils and attempts to accomplish those changes in his fifth or inservice year—a year of partnership teaching in a school. All the instructional units are composed of modules, which are planned instructional episodes lasting from several hours to several months. Instruction is often individual; the largest grouping of students is fifteen. The model also provides for support systems, continual feedback, and the participation of students, teachers, researchers, public schools, and education industries in program development and implementation. (See ED 034 076 for a readers' guide to the nine funded models.) (LP)

ED 035 605

SP 003 523

Joyce, Bruce R.

**A Guide to the Teacher-Innovator: A Program To Prepare Teachers.**

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 69

Contract—OEC-0-8-080490-3706(010)

Note—49p.

EDRS Price MF-\$0.25 HC-\$2.55

Descriptors—\*Elementary School Teachers, \*Individualized Instruction, Inservice Teacher Education, Laboratory Schools, \*Models, Preservice Education, Sensitivity Training, \*Teacher Education, \*Teaching Experience

Identifiers—Specifications for Elementary Teacher Education

The Teacher-Innovator model from Teachers College, Columbia University, trains the teacher for four roles: institution-builder, interactive teacher, innovator, and scholar. Teachers acquire an understanding of these roles during preservice and inservice experiences in four methodologies: inquiry and feedback groups—democratically organized groups of students who administer the program to themselves under faculty counseling; differential training—a model providing the faculty with ways of individualizing instruction; laboratory school—an inquiry school in which teaching and learning are studied as well as carried on; and a contract laboratory—a "real" school for direct contact with children. An example of the interrelationships among the four roles and methodologies is found in the contract laboratory. The trainee moves through six phases—from "experiencing the school as an unpaid teacher aide during the first four to eight weeks of the pro-

gram; through tutoring, designing an individualized learning unit, working in an inquiry school, and operating an educational program for children (after school, summers, or weekends); and into internship, which specifies a two-thirds teaching position and proximity to other members of the trainee's feedback group. The model also anticipates technological support systems. (See ED 034 076 for a readers' guide to the nine funded models.) (LP)

ED 035 606

SP 003 524

Johnson, Charles E.

**A Guide to Georgia Educational Model Specifications for the Preparation of Elementary Teachers.**

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 69

Contract—OEC-0-8-080490-3706(010)

Note—41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors—\*Behavioral Objectives, Computer Oriented Programs, \*Elementary School Teachers, Individualized Instruction, Inservice Teacher Education, \*Models, \*Performance Specifications, Preservice Education, \*Teacher Education, Teaching Experience

Identifiers—Specifications for Elementary Teacher Education

At the core of the University of Georgia model are teacher performance behaviors. They are the basis of the trainee's learning activities throughout the 6-year program. The trainee moves through three program phases: preprofessional—preparing for paraprofessional services; professional—preparing for certified teaching; and inservice—preparing for specialization in one of 15 areas. During these phases, the trainee experiences learning activities through proficiency modules (PM's), which are manuals of instruction—available from computers, published documents, or the trainee himself—that guide him through individual study and group interaction toward acquiring specified behaviors. The modules are classified into "types" if they relate functionally and into "blocks" if they are to be used sequentially. Each PM also incorporates a variety of evaluation devices for pre- and post-testing. Data on the trainee's progress (and on the program) are kept in tape storage. Among the model's other features are laboratory and field experiences; multiple entry points and paths; reciprocal agreements with local schools, agencies, and departments; year-round education; and sensitivity training. (See ED 034 076 for a readers' guide to the nine funded models.) (LP)

ED 035 607

SP 003 525

Wiersma, William

**A Guide to Educational Specifications for a Comprehensive Elementary Teacher Education Program.**

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 69

Contract—OEC-0-8-080490-3706(010)

Note—18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors—\*Differentiated Staffs, \*Elementary Education, Elementary School Teachers, Organizational Change, \*Performance Specifications, Preschool Teachers, Professional Personnel, Program Evaluation, School Organization, \*Teacher Education Curriculum, Teacher Educators, \*Team Teaching

Identifiers—Specifications for Elementary Teacher Education

The teacher education model developed by the consortium of Ohio universities contains 818 specifications which include in excess of 2,000 behavioral objectives. Each specification identifies the behavioral objectives. Specifications were developed within five broad contexts and apply to one or more of the six target populations involved in elementary education and the preparation of elementary school teachers. The model is predicated on the assumption that the elementary school will move in the direction of team

teaching, specifically with the instructional organization of the multi-unit school or a modification thereof. Each specification is identified by number and coded according to a numerical code in terms of information contained in the specification. This coding process is designed to enable the user of the specifications to deal with them more effectively and flexibly in developing model programs in a variety of contexts. A process was developed whereby composites of specifications can be identified and programs based upon these specifications can be designed and implemented. An evaluative process was designed so that any program arranged in behavioral terms can be evaluated at a given point in time with provisions for prompt and objective feedback for program self-correction and modification. (See ED 034 076 for a readers' guide to the nine funded models.) (LP)

ED 035 608

SP 003 526

Cooper, James M.

**A Guide to Model Elementary Teacher Education Program.**

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 69

Contract—OEC-0-8-080490-3706(010)

Note—19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—Continuous Progress Plan, Differentiated Staffs, Educational Strategies, \*Elementary School Teachers, Human Relations Programs, \*Individualized Programs, Interaction Process Analysis, Models, \*Performance Criteria, Preservice Education, \*Program Design, \*Teacher Education Curriculum

Identifiers—Specifications for Elementary Teacher Education

The University of Massachusetts model is an attempt to institutionalize change by way of a thorough analysis of educational roles, tasks, structure, and objectives. Among the essential characteristics of the model are: its provision for a wide variety of possible overall teacher-training strategies, and its provision for continuous diagnosis of the needs of each trainee and for constant evaluation of the program components designed to meet these needs. (Cronbach's concept of aptitude-treatment interaction is an important research component of the program.) Trainee requirements are stated in terms of performance criteria in three major areas: human relations, behavioral skills, and subject matter knowledge. In addition, for every criterion at least two instructional alternatives are provided for learning how to meet the criterion. When the trainee meets the specified criteria requirements, he will have completed the program, regardless of the length of time enrolled. Among other major concepts incorporated in the model (organized, managed, and designed according to systems analysis) are: differentiated staffing, variable entry and exit points, and university commitment to its graduates beyond graduation. (See ED 034 076 for a readers' guide to the nine funded models.) (Author/ES)

ED 035 609

SP 003 527

Southworth, Horton C.

**A Guide to a Model of Teacher Training for the Individualization of Instruction.**

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 69

Contract—OEC-0-8-080490-3706(010)

Note—42p.

EDRS Price MF-\$0.25 HC-\$2.20

Descriptors—\*Elementary School Teachers, \*Individualized Instruction, Inservice Teacher Education, \*Models, Preservice Education, \*Teacher Education, Teaching Experience

Identifiers—Specifications for Elementary Teacher Education

The University of Pittsburgh model addresses itself to the humanization of education through individualized instruction. Large blocks of regular courses are replaced by peer group interaction, independent study, small seminars, and simulated

modules of instruction. Throughout his pre- and inservice years, the trainee plans with an advisor his own learning program--as he later is expected to plan learning programs with his elementary school pupils. During preservice training he is part of a guidance program, concerned with his personal as well as professional development; he also selects courses in academic and clinical sequence. Teacher competencies are developed in a clinical school, where the trainee comes as an observer, tutor, assistant teacher, student teacher, and intern. The school is a cooperative project of the college, local schools, teacher organizations, and state or federal agencies. The model also advises systematic feedback and cooperation between the research-oriented and operation-oriented faculty in the program's implementation. (See ED 034 076 for a readers' guide to the nine funded models.) (LP)

**ED 035 610** **SP 003 528**  
**Summary Report of the Wisconsin Elementary Teacher Education Project. Feasibility Study of Wisconsin Elementary Teacher Education Project.**

Wisconsin Univ., Madison.

Pub Date May 69

Note--45p.

**EDRS Price MF-\$0.25 HC-\$2.35**

**Descriptors**--College Programs, \*Educational Specifications, \*Elementary School Teachers, Individualized Instruction, \*Models, \*Preservice Education, Student Teacher Relationship, \*Teacher Education Curriculum

The purpose of this document is to provide a summary of the four-volume final report of the Wisconsin Elementary Teacher Education Project (WETEP), which includes position papers and specifications for a model teacher education program projected for the year 1975 and beyond. In addition to summaries of the purpose, background, organizational components, and special features of the project, the document presents a page-length abstract of each of the specifications and position papers developed during the 15-month study. The thirty-one abstracts treat a wide range of topics related to the following areas of concern: "new curricula for the schools, rapidly altering procedures in higher education, continually improving technological resources, innovative approaches which improve the quality of the relationship between student and teacher, and emphases which give continuing hope for effective individualization of instruction." (Complete document available from Supt. of Documents, GPO, Washington, D.C.; FS5:258:8025, \$5.75.) (ES)

**ED 035 611** **SP 003 529**  
**Leadership Roles in the Elementary School.**

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 69

Note--44p.

**EDRS Price MF-\$0.25 HC-\$2.30**

**Descriptors**--Administrator Role, Elementary Education, \*Elementary School Teachers, \*Leadership Responsibility, \*Principals, \*Role Perception, Task Analysis, \*Teacher Administrator Relationship, Teacher Role

The purpose of this study was to determine whether or not significant differences exist between teachers and principals in their perception of who should take the leadership role in handling specific tasks in an elementary school setting. A total of 55 such tasks, representing six major categories of activity, were included in a survey distributed to a sampling of elementary school principals and teachers throughout the state of Illinois. The data provided by this study (presented in various tables and analyzed by task-categories) is intended to be of value in altering current educational systems and structures to provide for more realistic leadership patterns. Chi-square analyses indicated wide disagreement ( $P < .01$ ) relative to 25 tasks, and moderate disagreement ( $P < .05$ ) relative to an additional 12 tasks. Areas in which disagreement was most apt to be found between teacher and principal perceptions were those in which the principal works indirectly with building personnel in the area of administration and supervision. Appendices include the complete Job Responsibility Survey and the six-part Item Classification System. (Author/JS)

**ED 035 612**

Gertz, Boris

**Peer Group Evaluation in Sensitivity Training Program in Graduate Education.**

Pub Date 69

Note--14p.; Paper presented at the 77th annual convention of the American Psychological Assn. Washington, D. C., Aug. 31-Sept. 4, 1969

**EDRS Price MF-\$0.25 HC-\$0.80**

**Descriptors**--\*Education Majors, \*Evaluation Methods, \*Graduate Students, Group Dynamics, Interpersonal Competence, Measurement Instruments, Peer Groups, Self Evaluation, \*Sensitivity Training, \*T Groups

The purpose of this study was to assess the value of a combination of evaluation-feedback procedures in achieving the objectives of a non-residential graduate-level course in sensitivity training. The three-credit course, involving T Groups of 12 students and a trainer, is a required course for all candidates for a master's degree in elementary education. The three instruments used before, during, and after the course (both to promote and to measure student learning and to combine self-report, self- and peer-group ratings) were: (1) Personal Relations Survey, which measures degrees of openness and feedback interpersonal situations; (2) Group Perception Questionnaire, which evaluates peer-group exchange of feedback in terms of encouraging, inhibiting, accepting, or rejecting responses; and (3) Rating Scale, which is based on ten criterion statements considered to be critical dimensions of T-Group learning. Data provided by the study (the collection and analysis of which is detailed in the report) indicated, among others, the following general changes in students who had completed the T-Group training program: (1) Students improved and did as well as trainers in evaluating critical dimensions of T-Group learning objectives. (2) Students relied less heavily on the cognitive dimension as the basis of their peer-group discriminations. (3) Students improved their skills as participant observers and became more effective in the use of process observations in group situations. (Author/JS)

**ED 035 613**

Carter, Thomas P. And Others

**The Effects of Dogmatic and Non-Dogmatic Leaders on Teachers Attending a Race Relations Seminar.**

Pub Date 69

Note--12p.; Paper presented at the Rocky Mountain Psychological Association Convention, Albuquerque, N. Mex., May 1969

**EDRS Price MF-\$0.25 HC-\$0.70**

**Descriptors**--Change Agents, \*Changing Attitudes, \*Dogmatism, Inservice Teacher Education, \*Institutes (Training Programs), Leadership Styles, Race Relations, \*Sensitivity Training, \*Teacher Attitudes

One of the primary aims of a 6-week experimental inservice institute on race relations was to sensitize participants--i.e., to enable them "to restructure existent attitudes and internalize new ones." A study was designed to determine (1) the degree of attitudinal change which actually occurred (as indicated by the Rokeach Scale of Dogmatism, a measure of open- and closed-mindedness in both participants and group-leaders), and (2) the factors (particularly the attitudes of group leaders) which may have influenced whatever change occurred in either direction. Results of the study indicate that "the increasingly popular use of 'sensitivity training' and its techniques of behavior modification are not accompanied by concomitant enthusiastic change in the participants. While it is true that some individuals benefit (i.e., become more liberal or understanding), others apparently do not change, and others actually retreat into even more rigid positions." Application of the McNemar Test for the Significance of Change to the response patterns of five groups to five different leaders (since group-leader characteristics was the only factor which seemed to have any impact at all on change) indicated, among other things, that those leaders who were strongest in effecting change, effected changes in both directions. (Author/ES)

**ED 035 614**

Sharpes, Donald K.

**Differentiated Teaching Personnel: A Model for the Secondary School.**

**SP 003 530**

Arizona State Univ., Tempe.

Pub Date Jun 69

Note--144p.; Doctoral dissertation, Arizona State University, 1969

Available from--University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103

**EDRS Price MF-\$0.75 HC-\$7.30**

**Descriptors**--\*Differentiated Staffs, Master Teachers, \*Models, \*Secondary Schools, Secondary School Teachers, \*Staff Utilization, Student Needs, Task Analysis, \*Teacher Responsibility, \*Teaching Styles

The purpose of the study reported in this five-chapter document was to develop a model of differentiated teaching personnel based on student learning needs and to test the rationale for developing that model. The resultant semantic model (presented and illustrated in chapter 4 of the report) is designed to provide for effective interaction between teaching style and student learning while at the same time providing the kind of growth and advancement opportunities which will enable and encourage teaching personnel to remain in the profession. The model differentiates secondary school staffing responsibilities according to the following: (1) general phases of a total school program (instruction, curriculum, facilities, testing, teacher evaluation, and responsibilities for students); (2) types or modes of learning-management activities under each phase (for example, large-group, small-group, or individually directed learning under the instructional phase); and (3) levels of responsibility in each activity (major, subordinate, or planning). Four submodels (developed to define teaching responsibilities of each of four kinds of teachers--assistant, associate, senior, and master teacher) are presented to illustrate the applications of the model to problems of staff utilization. Procedures by which the model rationale was validated are described in chapter 5. (Author/ES)

**ED 035 615**

Lohmann, Idella

**Dictation: A Bridge between Oral and Written Composition.**

Pub Date 67

Note--11p.; Speech given at the National Council of Teachers of English Annual Convention (Honolulu, 1967)

**EDRS Price MF-\$0.25 HC-\$0.65**

**Descriptors**--Classroom Environment, Composition (Literary), \*Composition Skills (Literary), \*Elementary Education, \*English Instruction, \*Language Development, \*Oral Communication, Reading Skills, Self Expression, Story Telling, Student Experience, Verbal Development, Vocabulary Development

Elementary school students should be given opportunities to participate in a variety of experiences and to develop their language skills through talking about these experiences. Children develop self-confidence by expressing their ideas and, upon seeing their words written down, also become interested in the processes of writing and reading. To bridge the gap between oral and written composition, an experiment employing dictation was conducted in grades 1, 2, and 3. Teachers began by transcribing children's stories, feelings, and ideas without changing the wording, until the children progressed, at their own speeds, to writing on their own. It was found that those children accustomed to dictation demonstrated a higher degree of fluency, in both oral and written communication, than those not accustomed to it. Other benefits appearing to derive from dictation were growth in vocabulary, a sense of punctuation acquired from intonation, and practice in establishing sequence and organization of ideas. (LH)

**ED 035 616**

Piechowski, Marjorie

**Teaching World Literature at the High School Level.**

Pub Date 67

Note--16p.; Speech given at the National Council of Teachers of English Annual Convention (Honolulu, 1967)

**EDRS Price MF-\$0.25 HC-\$0.90**

**Descriptors**--Audiovisual Aids, Classical Literature, Comedy, Drama, \*English Instruction, French Literature, Italian Literature, Literary Analysis, Literary Genres, Literary History, Literary Influences, \*Literature, Novels, \*Secondary Education, Spanish Literature, Student Motivation, \*Teaching Methods, Tragedy, \*World Literature



Selections from world literature can increase high school students' interest in reading, their familiarity with age-old literary themes, their understanding of literary genres, their awareness of varying cultures, and their skill in analyzing and writing about literature. A world literature course with those aims introduced in a small Wisconsin high school focused on plays and novels dating from classical Greek literature to the present and including literature from Greece, England, Spain, France, Russia, Norway, and Italy. Because the class was composed of an exceptionally able group of students, methods of teaching included lectures, panel discussions, class discussions, students' reports, and student research papers. Full-length films, filmstrips, drama recordings, musical compositions, art slides, and theater productions provided supplementary material. Solicited student comments indicated varying levels of enthusiasm for the course. (JM)

ED 035 617

TE 000 618

Sutton, Rachel S.

### Preparation for Teaching of Literature: Some Problems of Continuity.

Pub Date 67

Note—14p.; Speech given at the National Council of Teachers of English Annual Convention (Honolulu, 1967)

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—Course Content, \*English Instruction, Individualized Reading, \*Literature Appreciation, Reading Habits, Reading Interests, \*Reading Material Selection, Relevance (Education), Student Motivation, \*Teacher Qualifications, Teacher Role

Literature programs that emphasize individualized reading have been found to significantly benefit life-long reading patterns. Since reading interests and motivation vary greatly, the English teacher, while fostering responsible choices, should let each student explore his personal interests at his own pace. Serving as a resource for his students, the teacher, by applying such outside criteria as book awards, can make available that literature which answers both student needs and the literary requirements of the school curriculum. Dialogue with individual students, shared classroom discussion, and the use of composition assignments to clarify ideas further effectuate literature programs in which the student is offered a framework for dealing with his own problems and a means of acquiring a literary heritage. Finally, the essential factor in any successful literature program is the teacher's ability to transmit both a personal interest in students and his own involvement in literature. (MF)

ED 035 618

TE 000 628

Scheidt, Thomas M.

### Persuasive Speaking.

Pub Date 67

Note—11p.

Available from—Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025 (\$1.95)

Document Not Available from EDRS.

Descriptors—College Instruction, \*Communication Skills, Evaluation Criteria, Moral Values, Motivation Techniques, Oral Expression, \*Persuasive Discourse, Public Opinion, \*Public Speaking, Receptive Language, \*Rhetoric, Secondary Education, Speeches, \*Speech Instruction, Speech Skills, Verbal Ability, Verbal Communication

This book, for either college or secondary-school speech or rhetoric courses, defines persuasive speaking as essentially a process or activity and discusses the elements which facilitate analyzing that process. Sections deal with (1) the nature and history of persuasive speaking, especially classical and modern canons of rhetoric, (2) the behavioral antecedents of persuasion—e.g., language, motivation, reasoning, attitudes, and values, (3) the goal of persuasive discourse and the interacting roles of the persuader and the person to be persuaded, (4) components of the persuasive process—receiving, focusing, associating, and resolving, (5) the potential results and ethical considerations of influencing others' thought patterns, and (6) a synthesis of the above elements through the analysis of such materials as the Gettysburg Address, Lincoln's First Inaugural, the Thomas Dewey-Harold Stassen debate of 1948, and Francis Bacon's "Idols of the Mind." (JB)

ED 035 619

TE 001 568

Cooper, Bernice

### Using Children's Literature in the Elementary School.

Georgia Council of Teachers of English, Rome.

Pub Date Jan 69

Note—3p.

Journal Cit—Georgia English Counselor; v17 n3 p1-3 Jan 1969

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—\*Childrens Books, \*Classroom Techniques, Cognitive Development, Composition Skills (Literary), Curriculum Development, \*Elementary School Curriculum, Language Arts, Literature, \*Literature Appreciation, Literature Programs, Reading Programs

Five factors should be considered in understanding the value of children's literature in the elementary school curriculum, as both an aesthetic and utilitarian experience. Children's literature is significant (1) as an information supplement in science, art, social studies, mathematics, and other curriculum subjects; (2) as a vital part of the reading program, including oral reading, vocabulary development, and literature enjoyment; (3) as an important part of the development of listening, speaking, and writing skills; (4) as an area of study to promote the understanding and appreciation of literature; and (5) as a valuable contribution to the development of each child in his understanding of himself and of others. (JM)

ED 035 620

TE 001 574

Burgdorf, Arlene Bernice

### A Study of the Ability of Intermediate-Grade Children to Draw Inferences from Selections of Children's Literature.

Pub Date 66

Note—210p.; Ed.D. Dissertation, Ball State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 66-13,751, Microfilm \$3.00, Xerography \$9.45)

Document Not Available from EDRS.

Descriptors—\*Abstraction Levels, Abstract Reasoning, Childrens Books, Cognitive Processes, Comprehension, Content Reading, \*Elementary School—Students, Intermediate Grades, Learning Processes, \*Listening Comprehension, Literary Discrimination, Literature, Perception, \*Performance Factors, \*Reading Comprehension, Socioeconomic Influences, Story Reading

To assess children's ability to draw inferences from selections of children's literature and to measure the significance of various selected factors to this ability was the problem of this study. Children (432) were evenly divided among grades 4, 5, and 6 and randomly divided at each grade level into two equal groups, one of which read the selections to themselves while the other group heard the same selections read aloud. After each story, all children were interviewed individually about the author's purpose, plot development, story setting, characterization, elements of style, realism, reader identification, and value judgments on aspects of the story. Their answers were classified according to perception. Data from records of their fathers' occupations, from intelligence tests, and from vocabulary and comprehension tests were computer-processed to relate total literary scores to other factors. Findings revealed that (1) those who listened to the stories scored higher on drawing inferences, (2) reading scores were significantly related to literary scores only for those who read the selections themselves, (3) mental age and grade level were significantly related to literary scores, and (4) socioeconomic class or sex had little relation to literary scores. (JM)

ED 035 621

TE 001 591

McDavid, Virginia, Ed.

### Language and Teaching: Essays in Honor of W. Wilbur Hatfield.

Chicago State Coll., Ill.

Pub Date 69

Note—82p.

Available from—NCTE, 508 S. Sixth St., Champaign, Ill. 61820 (Stock No. 03454); Publications Office, Chicago State College, 6800 South Stewart Ave., Chicago, Ill. 60621 (\$0.75)

Document Not Available from EDRS.

Descriptors—American English, Composition (Literary), Dialects, \*Educational History, \*Educational Trends, \*English Instruction, \*Language, Language Usage, Leadership Qualities, Lexicography, Literature, Oral English, Policy Formation, Teacher Associations, \*Teaching, Teaching Methods

Identifiers—Hatfield (W Wilbur)

This collection of 10 essays is concerned with the leadership and current trends in English language teaching. Specific topics of papers are (1) W. Wilbur Hatfield as "The Pattern Maker," by James Mason, (2) Hatfield as an innovator in the teaching of literature and language, by Irwin Suloway, (3) "Changes in English Teaching in the Past Decades," by Albert Marckwardt, (4) the nature and possibilities of the "New English," by John DeBoer, (5) a proposal to increase reading comprehension beyond initial word-decoding, by Thomas Creswell, (6) the language component in English teaching, by Harold Allen, (7) "The Study of Regional and Social Variety in American English," by James McMillan, (8) "The Oral Usage of English Teachers," by Robert Pooley, (9) more rewarding emphases in teaching composition, by James McCrimmon, and (10) "Dictionary Makers and Their Problems," by Raven McDavid, Jr. (JB)

ED 035 622

TE 001 592

Prigmore, George T.

### Factors Influencing the Role of Supervisors of English.

New Mexico Univ., Albuquerque. Research and Study Council and Educational Service Center.

Pub Date Jun 69

Note—64p.

Available from—George T. Prigmore, Dept. of Secondary Education, Univ. of New Mexico, Albuquerque, N.M. 87106; New Mexico Research and Study Council, College of Education, Univ. of New Mexico, Albuquerque, N.M. 87106 (limited supply, free)

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors—\*Administrative Organization, Elementary School Supervisors, English Departments, \*English Instruction, High School Supervisors, School Organization, Supervisor Qualifications, \*Supervisory Activities, Supervisory Methods, Supervisory Training, Teacher Administrator Relationship, \*Teacher Background, Teacher Characteristics, Teacher Experience, \*Teacher Supervision

To determine the duties of English supervisors and the effect of certain organizational factors upon them, a questionnaire was sent to 702 English language arts supervisors in 50 states. Replies were received from 354. An interpretation of the data provided a profile of the average English supervisor, a description of his position and its requirements, and an analysis of his duties and the time allotted to each. Organizational factors were found to have a definite influence upon the role behavior of incumbent supervisors. It was indicated that the educational organization expects supervisors to focus on change and evaluation of the curriculum and classroom instruction rather than on such activities as demonstration teaching and lobbying. (Tables and charts detailing questionnaire results are provided.) (LH)

ED 035 623

TE 001 595

West, Rebecca

### McLuhan and the Future of Literature.

Pub Date Jul 69

Note—19p.; 1969 Presidential Address for the English Association (England)

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors—\*Communications, Cultural Context, Cultural Environment, Cultural Images, Learning Theories, Literacy, \*Literature, \*Mass Media, Maturation, Role Playing, Role Theory, Social Attitudes, Social Influences, Tactual Perception, Technology, Television, Television Viewing, Youth

Identifiers—McLuhan (Marshall)

Marshall McLuhan's belief that our electric age is moving away from literacy entails unconvincing theories about the relationship of man to communications media. One such doctrine is that society has always been influenced more by the nature of the media than by the content of the message communicated. McLuhan divides media into two types: hot media which feed a single sense with a message full of facts and which are low in participation; cool media which give few facts and require the recipient to actively complete the



message and which are high in participation. Reading a book is hot; watching television is cold. According to McLuhan, only television of all communication media involves us with everybody and gives us desirable tactile involvement. The acceptance of McLuhan's beliefs by young people can lead to alienation from the educational and social structures of the society and to an obsession with involvement, role-playing, and ego gratification. Teachers and critics must oppose "the tacit approval of emptiness" at the core of McLuhan's glorification of illiteracy, for in playing a role rather than doing a job, the young person grows up ill-equipped to carry out long-range plans or to function productively in a culture. (JM)

ED 035 624

TE 001 606

Fike, Kenneth L. And Others

**Tegmemic: The Study of Units Beyond the Sentence.**

National Council of Teachers of English, Champaign, Ill.  
Pub Date 64

Note—24p.; Reprinted from "College Composition and Communication," May and October, 1964.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 32556, HC \$0.40)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Applied Linguistics, \*Composition (Literary), \*Creative Thinking, \*Discourse Analysis, \*English Instruction, \*Language Patterns, \*Language Universals, \*Literary Analysis, \*Literary Criticism, \*Sentence Structure, \*Structural Analysis, \*Structural Linguistics, \*Tagmemic Analysis, \*Teaching Techniques

In one essay of this collection of four, Kenneth L. Pike explores the value of exercises which are based on axioms about language structure and which are designed specifically to develop writing competence; he lists eight tagmemic principles accompanied by suggested exercises. In another essay, Pike differentiates the roles of linguist and literary critic and applies linguistic analysis to jokes. Hubert M. English, Jr., demonstrates how using five of Pike's "universal concepts" of perspective can improve the content of student compositions and foster invention. Alan B. Howes emphasizes the student's need to sharpen his perception and consider the subject from several angles before writing about literature. He illustrates the value of Pike's model of particle, wave, and field, developed for the study of language, for encouraging the flexibility of perspective in the study of literature. (JM)

ED 035 625

TE 001 614

Elliott, Virginia A., Ed. Josephs, Lois S., Ed.

**English for the Academically Talented Student in the Secondary School. 1969 Revision of the Report of the Committee on English Programs for High School Students of Superior Ability of the National Council of Teachers of English.**

National Council of Teachers of English, Champaign, Ill.; National Education Association, Washington, D.C.  
Pub Date 69

Note—117p.

Available from—NCTE, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 02801); NEA, Publications-Sales Section, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (HC \$1.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Creative Thinking, \*Disadvantaged Youth, \*Educational Trends, \*English Instruction, \*English Programs, \*High Achievers, \*Secondary Education, \*Student Motivation, \*Superior Students, \*Talented Students, \*Talent Identification, \*Teacher Education, \*Teaching Methods, \*Underachievers

Introducing the essays in this publication, Virginia A. Elliott and Lois S. Josephs review the problems of teaching English to the academically talented student. Essays are by (1) Michael F. Stangor, who surveys, from 1958 through 1968, the achievements of conferences, Curriculum Study Centers, and the Dartmouth Seminar; (2) John Simmons, who discusses the necessity and difficulties of identifying talented students in English; (3) Arno Jewett, who explores the problems of motivating bright underachievers; (4) Lois S. Josephs, who delineates the need for sen-

sitive, perceptive teaching of gifted disadvantaged students; (5) Fred H. Stocking, who recommends ungraded, elective courses to stimulate bright students; (6) John A. Hart and Ann L. Hayes, who consider how a spirit of mutual inquiry, discussion, good student-teacher relationship, and creative writing can foster creative thought; (7) Virginia A. Elliott, who analyzes the training and characteristics necessary to teach talented students; and (8) Lois M. Gross, who reviews educational programs in the sixties for academically superior students. A selected bibliography is included. (JM)

ED 035 626

TE 001 621

**English Language Arts: Listening and Speaking K-12.**

New York State Education Dept., Albany.

Pub Date 69

Note—125p.

Available from—State Education Department, Publication Distribution, Albany, New York 12224 (HC-\$0.50)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors—Elementary School Curriculum, \*English Instruction, \*High School Curriculum, \*Language Arts, \*Learning Activities, \*Listening, \*Listening Comprehension, \*Listening Skills, \*Oral Communication, \*Sequential Approach, \*Skill Analysis, \*Speaking, \*Speaking Activities, \*Speech Skills, \*Teaching Guides, \*Teaching Methods

In this teaching guide, those oral-aural competencies necessary for effective listening and speaking are presented for kindergarten through grade 12, and learning activities are suggested which develop simple to complex proficiencies in the skills. The guide is divided into two sections: (1) the listening process—in which aural comprehension, participation in listening, and auditory discrimination are discussed, and (2) oral communication—in which manner of delivery, ideas communicated, and the function of communicating in and to a group are dealt with. Appendices provide a glossary of terms, a list of basic goals in listening and speaking, and a discussion of implementing oral-aural instruction. (JB)

ED 035 627

TE 001 655

Zais, Robert Stanley

**The Sophistication of Reading Interests as Related to Selected Personality Factors and Certain Other Characteristics of High School Students.**

Pub Date 68

Note—245p.; Ph.D. Dissertation, The University of Connecticut

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 69-2199, Microfilm \$3.20, Xerography \$11.05)

Document Not Available from EDRS.

Descriptors—Age, \*Fiction, \*High School Students, \*Individual Characteristics, \*Intelligence Level, \*Interest Scales, \*Language Arts, \*Personality, \*Predictive Validity, \*Reading Achievement, \*Reading Interests, \*Sex Differences

This study attempted to estimate by objective means the level of sophistication of high school students' interest in fiction and to determine the degree to which sophistication was related to selected personality factors and to sex, age, intelligence, and reading achievement. A scale was developed to measure sophistication of reading interests; a standardized test was used to measure personality factors. Students in grades 9-12 served as subjects for the study. Findings indicated that, considered in combination, personality variables were not significantly related to sophistication of reading interests, but sex, age, I.Q., and reading achievement were. Considering personality factors singly, benevolence was related to sophistication of reading interests for the total population, and conformity was significantly related for the male population. Sex, I.Q., and reading achievement, considered singly, were significantly related, but age was not. The correlation of a single factor or combination of factors with the sophistication of reading interests was not high enough, however, to be useful in predicting the level of sophistication. (Author/DB)

ED 035 628

TE 001 663

Ring, Jerry Ward

**A Study of the Interpretive Processes Employed by Selected Adolescent Readers of Three Short Stories.**

Pub Date 68

Note—169p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 69-4959, Microfilm \$3.00, Xerography \$7.80)

Document Not Available from EDRS.

Descriptors—\*Adolescents, \*English Instruction, Grade 12, \*Interpretive Reading, \*Interpretive Skills, \*Literature, \*Reading Difficulty, \*Reading Processes, \*Response Mode, \*Secondary Education, \*Short Stories

The major purposes of this study were to describe the responses of adolescent readers to three short stories; to describe the interpretive processes they employed; to identify their reading and interpreting difficulties; and to discover what relationship existed between the readers' stated awareness of an interpretive process and both the dimensions of their responses and their interpretive processes. The subjects tested were 62 homogeneously-grouped 12th graders (30 boys and 32 girls) selected from college preparatory English classes. The data analyzed were free written responses, structured responses (questions to aid analysis and interpretation), and responses to a questionnaire concerning the subjects' perceptions of their own reading behaviors. The findings of the study implied that adolescents need assistance in (1) broadening the focus of their reading attention and applying a wider range of evaluative criteria, (2) broadening their awareness of the forms of literary expression and the kinds of literary experiences, and (3) responding less egocentrically to literature. The direct teaching of a sound interpretive process is recommended. (Author/DB)

ED 035 629

TE 001 665

Doran, James Patrick, Jr.

**Contemporary Novels and Plays in the Senior High School Curriculum.**

Pub Date 68

Note—156p.; Ed.D. Dissertation, Rutgers, The State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-1041, Microfilm \$3.00, Xerography \$7.40)

Document Not Available from EDRS.

Descriptors—American Literature, Drama, English Curriculum, \*English Instruction, English Literature, Literature, Novels, \*Secondary Education, Teacher Attitudes, \*Teaching Methods, \*Twentieth Century Literature

This study was concerned with the attitudes and practices of high school English teachers regarding the use of contemporary literature in their classrooms. Data were obtained from the completed questionnaires of 58 randomly selected New Jersey English teachers. It was determined that 95% of the teachers favor using contemporary works, that the works actually being taught are primarily American and English, that most teachers make extensive use of the mass media in teaching contemporary works, and that most teachers rely on paperbacks rather than on anthologies. A majority of teachers do not incorporate contemporary works into units, but they do parallel the study of classics and contemporary works. The responses showed that no specific grade level or type of class is selected for the study of contemporary literature; however, 49 teachers indicated that they use the works for small groups within a class. Despite such problems as controversial themes, budgeting, and censorship which contribute to the neglect of contemporary works, 55 of the 58 respondents are teaching the works which they believe should be taught. (Author/DB)

ED 035 630

TE 001 666

Kingston, Carolyn Tietje

**Exemplifications of the Tragic Mode in Selected Realistic Fiction for Eight-to-Twelve-Year-Old Children.**

Pub Date 68

Note—426p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-665, Microfilm \$5.45, Xerography \$19.35)

Document Not Available from EDRS.

Descriptors—\*Childrens Books, Content Analysis, Elementary Education, \*Fiction, Literary Conventions, \*Literature, \*Tragedy

The purpose of this study was to discover whether tragedy exists in realistic fiction for eight-to-12-year-old children and, if so, to present selected exemplifications of this mode. The study assumed that children should be exposed to the tragic sense of life in their literature, and the child psychologists and critics of children's books who were consulted also believed this to be desirable. The 53 books which were selected as examples fell into five categories of major tragic conflicts: rejection, entrapment, sensitivity, war, and loss. It was found that these works illustrated man's capacity for nobility of thought and action, and that the stories had the capacity for universal extension generally associated with tragedy. Although children's stories deviate from the classical tragic form, it was found that the underlying tragic feeling of the work remains basically the same in literature for children and adults. The import of the selected stories was affirmative, with the pervading concept being that strength of spirit is more durable than frail flesh. (Author/DB)

ED 035 631

TE 001 667

Hedges, Ned Samuel

**The Fable and the Fabulous: The Use of Traditional Forms in Children's Literature.**

Pub Date 68

Note—255p.; Ph.D. Dissertation, The University of Nebraska

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 68-18,020, Microfilm \$3.30, Xerography \$11.50)

**Document Not Available from EDRS.**

Descriptors—\*Childrens Books, Epics, \*Fables, \*Literary Analysis, \*Literary Conventions, Literature, Medieval Romance, Mythology

Although literature written especially for children has been a development of the past two centuries, most lasting works of children's literature derive their narrative patterns and structures of meaning from ancient and traditional literary forms and conventions, such as fable, myth, epic, and romance. This study provides an interpretive analysis of superior children's books which use traditional forms in a variety of combinations. In "Just So Stories," Kipling combines the narrative pattern of nature myth with the conception of character typical of beast fable. In these stories, the physical traits acquired by animals tend to affirm specific human values or condemn certain human corruptions. In "Wind in the Willows," Kenneth Grahame uses the traditional function of fable in his satiric treatment of social and political corruption, and uses the traditional function of epic in his assertion of a cultural ideal. In "The Hobbit," Tolkien employs the devices of medieval chivalric romance in the nature of the quest, the nature of the hero, and the symbolic rendering of the forces of Good and Evil. (Author/DB)

ED 035 632

TE 001 671

Burton, Dwight L.

**English: Progress and Transition.**

Pub Date 69

Note—26p.; In "Britannica Review of American Education," Vol. 1, ed. David G. Hays (Chicago: Encyclopaedia Britannica, Inc., 1969), pp. 47-72

Available from—Encyclopaedia Britannica, Inc., Britannica Reviews, 425 North Michigan Avenue, Chicago, Illinois 60611 (\$12.50)

**Document Not Available from EDRS.**

Descriptors—Audiovisual Aids, Censorship, \*Composition (Literary), Culturally Disadvantaged, Curriculum Development, Curriculum Research, Dramatics, \*Educational Trends, \*English Instruction, Grammar, \*Language, Linguistics, \*Literature, Nonstandard Dialects, Oral Expression, Rhetoric, Student Teacher Relationship, Teacher Education

Identifiers—Dartmouth Seminar on the Teaching of English

The assessments of the work of the curriculum study centers and the insights of the Dartmouth Seminar in the past decade have given rise to six major directions in the teaching of English: (1) increased relevance and vitality in literature study through attention to student response to literature and elimination of censorship and moral bias, (2) use of rhetorical approaches (e.g., audience awareness and persona) for teaching composition, (3) broadened language study including units in semantics, language history, grammar, dialects,

phonology, and the nature of language, (4) ascendance of oral language, dramatic activities, and an overall dramatic approach to education, (5) the study and use of nonprint media as both art and communication forms to achieve traditional objectives and to involve students in creating such nonprint forms as films, and (6) revision of methods and materials for dealing with culturally disadvantaged students, with a renewed emphasis on teacher-student rapport and trust. (Research studies are cited throughout the article. A summary of the English Teacher Preparation Study guidelines is included.) (MF)

ED 035 633

24

TE 001 672

Gilbert, Robert B.

**Use of Paperbacks and Visual Aids in Teaching Composition to College Freshman. Final Report.**

Livingston University, Livingston, Ala.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-D-016

Pub Date Oct 69

Grant—OEG-4-9-100016-057

Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—\*Audiovisual Aids, College Students, \*Composition (Literary), Composition Skills (Literary), \*English Instruction, Films, Instructional Materials, \*Low Achievers, \*Paperback Books, Paragraph Composition, Reading Improvement, Reading Materials, Student Attitudes, Student Improvement, Teacher Experience, Teaching Methods, Transparencies

The major hypothesis tested in this investigation was that college students using audiovisual aids and current reading materials would achieve greater competency in composition than would students taught by conventional methods. The "STEP Writing Test," the "STEP Reading Test," and writing samples were used for evaluation. Also tested were the effects of an experienced teacher, as opposed to an inexperienced one, on the students' writing improvement. Two classes of students who had failed composition acted as the experimental groups, and a class of freshmen who had not previously taken a college composition course served as the control group. Experimental materials used were overhead projector transparencies on the structure of the paragraph, a picture-essay book, short films, newspapers, magazines, and paperbacks. Results showed that students taught with experimental materials (1) improved their writing, (2) enthusiastically changed their attitudes toward English, (3) did not improve in reading skills, and (4) gained almost as much from an inexperienced teacher as from an experienced one. (Author/LH)

ED 035 634

TE 001 673

Richardson, Robert

**Literature and Film.**

Pub Date 69

Note—149p.

Available from—Indiana University Press, 10th & Morton Streets, Bloomington, Indiana 47401 (\$4.95)

**Document Not Available from EDRS.**

Descriptors—Audiovisual Communication, \*Communication (Thought Transfer), \*Films, \*Film Study, Humanism, Imagery, \*Literary Analysis, Literary Conventions, Literary Criticism, Literary Influences, \*Literature, Poetry, Twentieth Century Literature

The differences, similarities, and common goals of film and literature, as well as the ways in which each form and its associated criticism is able to illuminate the other, are discussed in this book. Individual chapters are "Literature and Film," "Literary Origins and Backgrounds of the Film," "Griffith and Eisenstein: The Uses of Literature in Film," "Literary Technique and Film Technique," "Verbal and Visual Languages," "Film and Modern Fiction," "The Question of Order and Coherence in Poetry and Film," "Waste Lands: The Breakdown of Order," and "The Survival of Humanism." (LH)

ED 035 635

TE 001 674

Perrin, Noel

**Dr. Bowdler's Legacy: A History of Expurgated Books in England and America.**

Pub Date 69

Note—296p.

Available from—Atheneum Publishers, 122 East 42nd Street, New York, New York 10017 (\$7.95)

**Document Not Available from EDRS.**

Descriptors—\*American Literature, Biblical Literature, \*Censorship, Dictionaries, Eighteenth Century Literature, \*English Literature, \*Literary History, Moral Issues, Moral Values, Nineteenth Century Literature, Novels, Poetry, Prose, Seventeenth Century Literature, Social Background, Victorian Literature

Identifiers—Shakespeare (William)

This history of expurgation of English and American literature from 1724 until the 1960's focuses on the influence of changing taste upon literature, especially the changing standards of what constitutes decency. Discussed are (1) expurgations of literary works in the 18th century and the causes of bowdlerism; (2) Dr. Bowdler, his sister (the true author of bowdlerism), and other family members involved in literary expurgation; (3) the many expurgations of Shakespeare; (4) two bowdlerizations of the Bible and several "purified" and abridged versions; (5) James Plumptre's futile efforts to market his expurgations of famous plays; (6) bowdlerizations in American dictionaries and literature; (7) the expurgation of prose and poetry in the Victorian age; and (8) the end of bowdlerism by 1920. An appendix concerning Dr. Bowdler and his publisher and a list of references to sources cited are included in the book. (JM)

ED 035 636

TE 001 675

**Black Literature in Paperback Books: An Annotated Bibliography Selected by the Editors of "Paperback Books in Print."**

Pub Date Nov 69

Note—22p.; Reprint from "Paperback Books in Print," November 1969

Available from—R. R. Bowker Company, Attn: Myrna Viverito, 1180 Ave. of the Americas, New York, N.Y. 10036 (\$0.50), self-addressed, stamped envelope with order. Also available in quantities of 25, 50, 100, and 500.

**Document Not Available from EDRS.**

Descriptors—\*African American Studies, African History, \*Annotated Bibliographies, Black Community, Black Power, Cultural Background, Cultural Images, Negro Achievement, \*Negro Culture, Negro Education, Negroes, \*Negro History, Negro Leadership, \*Negro Literature, Negro Role, Negro Stereotypes, Negro Youth, Paperback Books, Social Discrimination

Paperback books for Afro-American studies courses and for personal reading are listed in this annotated bibliography. Material is grouped under seven headings: biography and autobiography (72 items); plays, play collections, and criticism (18 items); American Negro novels and African fiction (79 items); literary histories, criticism, and surveys (20 items); literature collections and anthologies (59 items); poetry collections and criticism (31 items); bibliographies, source books, and educational surveys (7 items); and notes on black literature series (18 items). (LH)

ED 035 637

TE 001 677

Carlson, Ruth Kearney

**The Story of Language.**

Pub Date [68]

Note—6p.; Unpublished paper

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—\*American English, Creative Activities, Creative Art, Creative Dramatics, Creative Writing, Diachronic Linguistics, \*Elementary Education, \*English Instruction, Etymology, Language, \*Lexicology, Standard Spoken Usage, \*Teaching Techniques, Word Study Skills

A variety of creative activities to stimulate elementary school children's curiosity and interest in the substance and structure of American English are listed in this paper. Over half of the 37 suggested activities refer to "Words, Words, Words" by Mary O'Neill and "The Language Book" by Franklyn Folsom. The other suggestions utilize additional books which are concerned with the use and origin of language. (JM)

ED 035 638

TE 001 678

Lievsky, John L., Comp.

**The Sixteenth Century: Skelton Through Hooker.**

Goldtree Bibliographies in Language and Literature.

Pub Date 68

Note—132p.

Available from—Appleton-Century-Crofts, 440 Park Avenue South, New York, N.Y. 10016 (\$1.95)

**Document Not Available from EDRS.**



**Descriptors**—Authors, Biblical Literature, \*Bibliographies, Biographies, Cultural Background, English Literature, Essays, Fiction, \*Literary Criticism, \*Literary History, Poetry, Poets, \*Renaissance Literature, \*Sixteenth Century Literature, Social Background. Intended as a guide to scholarship in 16th-century English literature and culture, this selective listing provides coverage of the major works and topics, with emphasis on work published in the 20th century. Omitted are unpublished dissertations and most literary histories, bibliographies of bibliography, short notes and explications, and older biographical studies superseded by later work. Only token representation is given to Scottish writers, and ignored are works which are primarily dramatic or writers who were most active in the 17th century. Entries are under the following headings: bibliographies, background studies, series, general collections, period literary histories, special topics, "Festschrift" volumes, anthologies, Bibles, prayer books, primers, anonymous and pseudonymous authors and works, translations, and individual authors. Entries for the 102 individual writers are arranged by bibliographical and reference works, collected editions, selections, individual works, and biography, criticism, articles, and notes. An index of scholars represented is provided. (LH)

**ED 035 639** **TE 001 679**  
Fogle, Richard Harter, Comp.  
**Romantic Poets and Prose Writers. Goldentree Bibliographies.**

Pub Date 67  
Note—87p.  
Available from—Appleton-Century-Crofts, 440 Park Avenue South, New York, N.Y. 10016 (\$1.35)

**Document Not Available from EDRS.**  
**Descriptors**—Authors, \*Bibliographies, Biographies, Cultural Background, Drama, English Literature, Essays, Fiction, \*Literary Criticism, \*Literary History, \*Nineteenth Century Literature, Poetry, Poets, Prose, \*Romanticism, Social Background

Intended as a guide to scholarship on Romantic writers, this selective bibliography attempts to cover the major works and topics, with emphasis on work published in the 20th century. Omitted are unpublished dissertations and most literary histories, bibliographies of bibliography, short notes and explications, and older biographical works that have been superseded. Entries in general sections cover historical, intellectual, and social backgrounds; literary and aesthetic foregrounds; bibliographies, journals, and surveys of scholarship. For each of 14 authors, entries are arranged by editions, biographies, criticism, individual works, and bibliographies, concordances, and surveys of scholarship. Writers covered are Blake, Byron, Coleridge, DeQuincey, Hazlitt, Hunt, Keats, Lamb, Landor, Moore, Scott, Shelley, Southey, and Wordsworth. An index of scholars represented is provided. (LH)

**ED 035 640** **TE 001 680**  
Rihner, Irving, Comp.  
**Tudor and Stuart Drama. Goldentree Bibliographies.**

Pub Date 66  
Note—72p.  
Available from—Appleton-Century-Crofts, 440 Park Avenue South, New York, N.Y. 10016 (\$1.35)

**Document Not Available from EDRS.**  
**Descriptors**—Anthologies, Authors, \*Bibliographies, Comedy, Cultural Background, \*Drama, English Literature, \*Literary Criticism, \*Literary History, \*Renaissance Literature, Seventeenth Century Literature, Social Background, Theaters, Tragedy

This selective bibliography, a guide to scholarship in Tudor and Stuart drama, attempts to provide ample coverage of the major topics and authors, with emphasis on work published since 1920. References excluded are most non-English studies, studies devoted exclusively to anonymous plays or those of minor authors, and unpublished dissertations. Shakespeare is not covered. Entries are provided for several general sections: basic works of reference, textual and historical; bibliographical guides; anthologies and reprint series; printing and publication of plays; dramatic companies, theatres, conditions of performance; critical and historical studies; and the masque. Entries on 22 major dramatists of the period comprise

the major portion of the publication. Subjects and scholars are indexed. (LH)

**ED 035 641** **TE 001 681**  
Buckley, Jerome H., Comp.  
**Victorian Poets and Prose Writers. Goldentree Bibliographies.**

Pub Date 66  
Note—64p.  
Available from—Appleton-Century-Crofts, 440 Park Avenue South, New York, N.Y. 10016 (\$1.35)

**Document Not Available from EDRS.**  
**Descriptors**—Anthologies, Authors, \*Bibliographies, Biographies, Cultural Background, English Literature, Essays, \*Literary Criticism, \*Literary History, \*Nineteenth Century Literature, Poetry, Poets, Prose, Social Background, \*Victorian Literature

Intended as a guide to scholarship on Victorian writers, this selective bibliography covers all of the major figures and a substantial representation of the lesser ones. It excludes writers and works of fiction, except as such writers are essayists or poets. Omitted are unpublished theses and dissertations, most non-English articles and monographs, and late Victorian and early 20th-century studies superseded by later studies. General areas for which entries are provided are social and political background, intellectual and literary history, and anthologies. For individual writers, the entries are arranged under editions, biography, and criticism. Authors listed are Arnold, E. Browning, R. Browning, Carlyle, Carroll, Clough, Darwin, FitzGerald, Gilbert, Hardy, Henley, Hopkins, Housman, Huxley, Kipling, Lear, Macaulay, Meredith, Mill, Morris, Newman, Pater, Wilde. An index of scholars represented is provided. (LH)

**ED 035 642** **TE 001 682**  
Baugh, Albert C., Comp.  
**Chaucer. Goldentree Bibliographies in Language and Literature.**

Pub Date 68  
Note—128p.  
Available from—Appleton-Century-Crofts, 440 Park Avenue South, New York, N.Y. 10016 (\$1.95)

**Document Not Available from EDRS.**  
**Descriptors**—\*Bibliographies, Biographies, Cultural Background, English Literature, Fables, \*Literary Criticism, \*Literary History, Literary Influences, \*Medieval Literature, Medieval Romance, \*Poetry, Social Background, Tales

**Identifiers**—\*Chaucer  
This selective bibliography, written as a guide to scholarship on Chaucer and related subjects, attempts to cover the major works and topics, with emphasis on work published in the 20th century. Omitted are school editions, short articles on minor points, popular and semi-popular books and articles, and unpublished doctoral dissertations. General sections provide entries on bibliographies and surveys of scholarship; societies and journals; reference works; life; literary, political, and social environment; collective editions; general criticism; language and versification; and sources and influences. Individual entries are provided on the "Astrolabe," on each of the major poems and short poems, and on the lost and apocryphal works. An index of scholars represented is provided. (LH)

**ED 035 643** **TE 001 683**  
Matthews, William, Comp.  
**Old and Middle English Literature. Goldentree Bibliographies in Language and Literature.**

Pub Date 68  
Note—112p.  
Available from—Appleton-Century-Crofts, 440 Park Avenue South, New York, N.Y. 10016 (\$1.75)

**Document Not Available from EDRS.**  
**Descriptors**—Authors, \*Bibliographies, Chronicles, Cultural Background, English Literature, Fables, Fifteenth Century Literature, \*Literary Criticism, \*Literary History, \*Medieval Literature, Medieval Romance, \*Old English Literature, Poetry, Prose, Social Background

This bibliography of scholarship in Old and Middle English Literature (before 1525) attempts to cover selectively the major works and topics and to represent adequately the minor ones. English and American scholarship since 1965 is emphasized. For the Old English period, entries are under the following headings: Texts;

Reference and General Works; Poetics; Germanic, Norse, and Christian Literary Background; Language; Anglo-Latin; Literary Themes and Modes; Scop Poetry; Beowulf; Elegiac, Caedmonian, and Cynewulfian Poems; Charms, Gnomes, Poetry, Riddles; The Anglo-Saxon Chronicle; King Alfred; Alfric; Wulfstan; and Other Prose. In Middle English, entries are under Texts; Reference and General Background; Manuscripts, Printing, Patrons; Anglo-Latin; Anglo-French; Language; Metrics, Rhetoric, Style; Literary Themes and Modes; English Chronicles; Moral Instruction, Proverbs, Sermons; Religious Narratives; Fabliaux, Animal Stories, Satires, Debates and Dialogues; Lyrics; Ballads; Romances; Breton Lays; Arthurian Romances; Malory; The Gawain Poet; Chaucer; Gower; Piers Plowman; 15th Century Poets; Religious and Secular Prose; Scottish Prose and Poetry; Miracle Plays; and Morality Plays. An index of scholars is provided. (LH)

**ED 035 644** **TE 001 685**  
Holman, C. Hugh, Comp.  
**The American Novel Through Henry James. Goldentree Bibliographies.**

Pub Date 66  
Note—102p.  
Available from—Appleton-Century-Crofts, 440 Park Avenue South, New York, N.Y. 10016 (\$1.50)

**Document Not Available from EDRS.**  
**Descriptors**—\*American Literature, \*Bibliographies, Biographies, Cultural Background, Historical Criticism, \*Literary Criticism, \*Literary History, \*Novels, Publishing Industry, Social Background, Sociological Novels

This selective bibliography, a guide to scholarship in the American novel and related subjects, attempts to provide ample coverage of the major works and topics, with emphasis on work published in the 20th century. Omitted are unpublished dissertations and most literary histories, bibliographies of bibliography, short notes and explications, and older biographical studies supplanted by later work. General topics for which entries are provided are bibliographies, reference works, American literary history, American publishing and bookselling, the novel as a form, histories of the American novel, collections of studies of the American novel, and special studies of the novel by genre, period, and theme and subject. Entries under each of 21 major and 21 minor novelists are generally arranged in the following categories: tests, bibliography, biographical and critical books, and critical essays. An index of scholars represented is provided. (LH)

**ED 035 645** **TE 001 687**  
Everitt, Eldonna L.  
**Final Technical Report on the Institute for State Supervisors of English and Reading.**

Spons Agency—National Council of Teachers of English, Champaign, Ill.; Office of Education (DHEW), Washington, D.C.  
Bureau No—OEG-0-8-081161-2321(049)  
Pub Date 69  
Note—533p.

**EDRS Price MF-\$2.00 HC-\$26.75**

**Descriptors**—Composition (Literary), English Instruction, \*English Programs, \*Institutes (Training Programs), Language, Language Arts, Literature, Program Content, Program Descriptions, \*Program Evaluation, Reading Instruction, Rhetoric, Supervisors

**Identifiers**—\*NDEA Institute State Supervisors English Reading

The evaluations of five 1-week NDEA Institutes for State Supervisors of English and Reading, held during 1968-69, are contained in this report. The individual institutes discussed are (1) "New Content in English Programs" at Urbana, Illinois, (2) "Literature and School Programs" at Tallahassee, Florida, (3) "Language and School Programs" at Austin, Texas, (4) "Composition, Rhetoric, and School Programs" at Seattle, Washington, and (5) "Language and School Programs" at Sturbridge, Massachusetts. Evaluation topics include the selection of institute participants, the physical facilities available, the orientation of institute staff and participants, the relationship between staff and participants, participant evaluation of the institute, "intriguing" aspects of the institute, and relations with administrative offices. Final conclusions evaluate the five institutes as a group. Appendices, which comprise half of the report, contain several let-



ters and memoranda, questionnaires, news releases, application forms, and directories of participants, guests, and staff members. (LK)

ED 035 646

TE 001 692

Lierheimer, Alvin P.

Give Up the Ship: A New Basis for State Certification.

New York State English Council, Oswego.

Pub Date Oct 69

Note—7p.

Journal Cit—The English Record; v20 n1 p64-70

Oct 1969

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—\*School Responsibility, School Role, State Departments of Education, \*State Licensing Boards, State School District Relationship, Teacher Certificates, \*Teacher Certification, Teacher Education, \*Teacher Evaluation, Teacher Improvement, Teacher Qualifications, Teacher Rating, \*Teachers Colleges

The present state certification system for teachers evaluates the teacher's preservice education rather than his in-service ability to bring about the learning of children. Three organizations—teachers' colleges, local schools, and state education offices—must work together to extensively revise the certification procedure. Teachers' colleges, in addition to providing the best general and specialized education possible, need to develop techniques for measuring both the teacher's knowledge of subject material and his capacity for creatively working with children. Although such college certification would provide a temporary improvement, the schools themselves must ultimately decide on the licensing standards which should incorporate current educational research and encourage teachers to regularly improve their teaching. The state office would maintain a data bank of information about teaching personnel and teacher supply-and-demand for long range planning, help schools evaluate the competency of teachers to fulfill new educational functions, monitor local evaluation plans and research, and attempt to make the teaching profession more attractive. (LH)

ED 035 647

TE 001 694

Eiter, John A.

Preparing the Teacher of English for the Inner City.

New York State English Council, Oswego.

Pub Date Oct 69

Note—4p.

Journal Cit—The English Record; v20 n1 p71-3,

86 Oct 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Culturally Disadvantaged, \*Disadvantaged Youth, \*English Instruction, \*Inner City, Literature Programs, Racism, Reading Instruction, Relevance (Education), Social Discrimination, \*Teacher Education, Teacher Education Curriculum, Urban Environment, \*Urban Teaching

A revised approach to teacher education is necessary for inner-city teachers, all of whom must cope with their own racism and prejudice, as well as the peculiar problems of the inner-city schools. The high school English teacher particularly needs special training to meet the unique demands made upon his skills in the urban setting. Intensive training in strategies and in materials for teaching remedial reading is essential. Background, for teachers, in black literature and literature dealing with urban development and current social problems should be stressed. Finally, teacher education curriculums should develop in teachers an understanding of issues relevant to urban youth, enabling teachers to provide meaningful classroom experiences. (MF)

ED 035 648

TE 001 699

Hipple, Theodore W.

Will the Real Mockingbird Please Stand Up?

Missouri Association of Teachers of English.

Pub Date Oct 69

Note—6p.

Journal Cit—Missouri English Bulletin; v26 n4

p1-6 Oct 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—American Literature, \*English Instruction, Fiction, Literary Analysis, \*Literature, Maturation, Relevance (Education), \*Secondary Education, \*Thematic Approach, Twentieth Century Literature

Identifiers—To Kill a Mockingbird

The central theme of "To Kill a Mockingbird," one of the most widely taught novels in high school English classes, is frequently misinterpreted by well-meaning teachers. Although the cause of racial justice deserves classroom attention, the central theme and the focus of the four significant parts of the novel—the opening words, the closing sentences, the ending of Part One, and the beginning of Part Two—is Jem's struggle for maturity. By relating the elements of the narration to Jem's growth, students can grasp the structure of the novel and the significance of the maturation theme. (JM)

ED 035 649

TE 001 701

Quinn, James E.

Rosencrantz &amp; Guildenstern Are Alive in the Classroom.

Missouri Association of Teachers of English.

Pub Date Oct 69

Note—4p.

Journal Cit—Missouri English Bulletin; v26 n4

p16-9 Oct 1969

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Comedy, Composition (Literary), Discussion (Teaching Technique), \*Drama, \*English Instruction, \*Literature Appreciation, Satire, \*Teaching Techniques, Tragedy, \*Twentieth Century Literature

Identifiers—Hamlet

Tom Stoppard's play, "Rosencrantz and Guildenstern Are Dead," focuses on the antics and tragedy of two minor characters in Shakespeare's "Hamlet." Although satirical of their philosophical pretensions, the play conveys the uncertainty and confusion of its two principal characters and thus reflects modern man's dilemma. The provocative questions raised by the play lend themselves to lively classroom discussion and could also provide insights into the study of "Hamlet." (Numerous topics for composition or discussion are included, as well as a brief bibliography of reviews on the play.) (MF)

ED 035 650

TE 001 702

Lazier, Gil

Dramatic Improvisation as English Teaching Methodology.

New York State English Council, Oswego.

Pub Date Oct 69

Note—6p.

Journal Cit—The English Record; v20 n1 p46-51

Oct 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Acting, Characterization (Literature), Creative Activities, \*Creative Dramatics, \*Disadvantaged Youth, Dramatic Play, \*Dramatics, \*English Instruction, Grammar, Motivation Techniques, Negroes, Puerto Ricans, Secondary Education, Self Actualization, Teacher Education, \*Teaching Methods

Identifiers—West Side Story

Over a period of months, illiterate and disruptive Black and Puerto Rican junior high school students in New York City developed and staged an updated version of "West Side Story." Although by professional standards the results were poor, students were able to participate in a highly rewarding activity which demanded discipline, creativity and teamwork. By being encouraged to improvise on the original story line, illiterate children were motivated to express themselves verbally, to communicate with their audience, and to contribute their own experiences toward realizing the characters. Because this approach has many classroom possibilities, even for teaching grammar and history, units on utilizing improvisation should be included in English methods courses. Although improvisation is not a teaching panacea which will erase student's learning and behavior problems, it at least conveys the message that school can be fun. (MF)

ED 035 651

TE 001 704

Silva, Fred

To Look or To See: Film Study in the English Curriculum.

New York State English Council, Oswego.

Pub Date Oct 69

Note—8p.

Journal Cit—The English Record; v20 n1 p38-45

Oct 1969

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—\*Audiovisual Communication, Course Content, English Curriculum, \*English Instruction, Films, \*Film Study, Instructional

Materials, \*Perceptual Development, Production Techniques, Relevance (Education), Symbols (Literary), Teacher Qualification, \*Teaching Methods, Theater Arts, Visual Perception

The English teacher's broad interdisciplinary awareness and his training in critical analysis and communication through symbols prepare him to develop, with his students, evaluative criteria and analytical techniques for film study. Crucial to teaching film courses or units is his knowledge of how a film achieves its objectives through uniquely expressing the relationship between form and content. Short non-narrative films, imaginatively illustrating basic cinema techniques, can introduce principles of film analysis into the classroom, while eliminating problems of cost, length, and complexity inherent in feature films. Also useful are short films that develop a story line, express social comment, or present the film as a legitimate non-literary art form. More advanced units could take up the styles of individual directors, the transformation of literature into cinema, and the historical development or sociological aspects of films. (MF)

ED 035 652

24

TE 001 705

Bloom, Nathan S. And Others

A Comparison of the Writing of Eighth- and Twelfth-Grade Students. Report from the Individually Guided Instruction in English Language, Composition, and Literature Project.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—D.R.78

Bureau No.—BR-5-0216

Pub Date Apr 69

Contract—OEC-5-10-154

Note—38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors—Academic Ability, Age Differences, \*Comparative Analysis, \*Composition Skills (Literary), \*Discourse Analysis, \*Grade 8, \*Grade 12, Language Development, Sentence Structure, Sex Differences, Syntax

Compositions of 1000 words were collected from 32 eighth-graders and 32 twelfth-graders in Manitowac, Wisconsin. In each grade, 16 males and 16 females were equally distributed into two ability groups based on IQ. Data from the writing samples were analyzed with an analysis of variance in which the factors were grade, sex, and ability level. The data consisted of five ratios computed from a frequency count of sentences, T-units, clauses, and words, together with frequency count of 11 kinds of subordinate structures. Results showed significant differences between the two grade levels, but not between sexes or ability levels. Grade differences included the use by 12th graders of longer clauses and T-units; more coordination between main clauses by 8th graders, resulting in a higher ratio of T-units per sentence; more frequent use of noun clauses by 12th graders; and more frequent use of adverb clauses by 8th graders. (Author/MF)

ED 035 653

TE 001 710

Cohen, Dorothy H.

The Effect of Literature on Vocabulary and Reading Achievement.

National Council of Teachers of English, Campaign, Ill.

Pub Date Feb 68

Note—6p.

Journal Cit—Elementary English; v45 n2 p209-

13, 217 Feb 1968

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Aural Stimuli, \*Disadvantaged Youth, \*Elementary Education, Grade 2, Language Development, Listening Comprehension, Oral Reading, \*Reading Achievement, Reading Comprehension, Reading Development, Reading Improvement, \*Story Reading, \*Vocabulary Development

A study was conducted with disadvantaged second-graders to test the value of oral reading of literature for increasing reading achievement, presenting books as a source of pleasure, and strengthening vocabulary by offering wider language models than the disadvantaged child's milieu provides. Teachers in the experimental group read, orally, a story every day to the children, using carefully selected books which allowed for emotional identification with characters and situations. Teachers were also provided with

a manual of accompanying activities and story-reading techniques. Two standardized tests were administered to students before and after the experimental period. The results revealed that the improvement of the experimental group (155 students) over the control group (130) was significant in vocabulary, word knowledge, and reading comprehension; marginal in quality of vocabulary; and insignificant in word discrimination. Among the conclusions were that associating language learning with intellectual and emotional experiences strengthens the student's language power, and that reading to socially disadvantaged children helps to overcome their lack of experience with books and increases their perception of meaning and word skills. (MF)

ED 035 654

TE 001 711

Rothrock, Dayton G.

Teachers Surveyed: A Decade of Individualized Reading.

National Council of Teachers of English, Champaign, Ill.

Pub Date Oct 68

Note—4p.

Journal Cit—Elementary English; v45 n6 p754-57 Oct 1968

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Educational Trends, Elementary Education, \*English Instruction, Individual Differences, \*Individualized Reading, Individual Reading, Program Evaluation, \*Reading Programs, Student Motivation, Student Teacher Relationship, \*Teacher Attitudes, Teaching Methods

Over 150 teachers from five western-central states completed questionnaires on their experiences with individualized reading (IR). Most of the respondents were familiar with IR and had used it at least limitedly in their classrooms. They praised IR's advantages as generating greater student interest, allowing for self-paced progress, and encouraging personal student-teacher relationships. However, they felt that, when IR was used exclusively, basic reading skills were neglected. In actual practice, IR has probably been absorbed into total reading programs, has had an influence on the selection and uses of materials in the classroom, and has made teachers more aware of pupil differences. The future of IR probably lies in its ability to pressure schools to encounter individual differences and resolve them with the reading program. (JB)

ED 035 655

TE 001 712

Bibershtein, Richard D.

Fourth Graders Do Write About Their Problems.

National Council of Teachers of English, Champaign, Ill.

Pub Date Oct 68

Note—5p.

Journal Cit—Elementary English; v45 n6 p731-35 Oct 1968

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—\*Composition (Literary), Elementary School Students, \*English Instruction, \*Grade 4, Student Attitudes, \*Student Characteristics, Student Opinion, \*Student Problems, Student School Relationship, World Problems

The question of whether or not intermediate grade children write about their problems was the focus of an investigation conducted among 363 fourth grade students. Children were requested to respond to a paragraph concerning change in the world by writing a composition answering how and what they would change if they had the power. Findings showed that children ranked school problems highest, with world and national problems rating second place, personal problems third place, and home problems fourth place. Conclusions drawn were that fourth graders do write about their problems, concentrating most on those associated with school (especially their inadequate classroom performance) and, to a lesser extent, on problems acquired through secondary sources. (See ED 030 648 for the author's doctoral dissertation upon which this article is based.) (JM)

ED 035 656

TE 001 718

Donelson, Kenneth L.

Teaching Standard English as an Alternate Discipline.

Arizona English Teachers Association, Tempe.

Pub Date Oct 69

Note—6p.

Journal Cit—Arizona English Bulletin; v12 n1 p11-16 Oct 1969

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors—Basic Reading, Dialects, \*English Instruction, Mutual Intelligibility, \*Nonstandard Dialects, \*Reading Instruction, \*Standard Spoken Usage, Verbal Communication

In order to teach reading effectively to students who use a nonstandard dialect, the teacher must accept and understand the systems and patterns of that dialect. He can then help his students avoid the characteristics of their dialect which lead to confusion in communication, promote their accurate decoding of standard English as they learn to read, and foster their use of a standard dialect as they learn to write. Sympathetic instruction in standard English as the "universal" dialect will enable students to communicate easily in situations where the standard dialect may be necessary. (JM)

ED 035 657

TE 001 720

Hoetker, James Englesman, Alan

Shakespeare's "Julius Caesar": The Initial Classroom Presentation. An Introduction to Theatre, Volume 2. Revised Edition.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2875

Pub Date 69

Contract—OEC-3-7-062875-3056

Note—165p.

Available from—Verna Smith, Central Midwestern Regional Educational Laboratory, 10646 St. Charles Rock Road, St. Ann, Missouri 63074 (HC \$2.00)

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Characterization (Literature), \*Drama, Dramatics, \*Literary Analysis, \*Literature Appreciation, Poetry, Secondary School Students, \*Teaching Guides, Teaching Techniques, \*Theater Arts, Tragedy

Identifiers—\*Julius Caesar, Shakespeare (William)

A set of lessons to introduce "Julius Caesar" to secondary school students unfamiliar with Shakespeare is provided in this teaching guide. Only a critical fraction of the play is covered in the lessons. First, a synopsis of a modern high school situation whose conflicts parallel those in "Julius Caesar" is presented; then, directions are given for making explicit the relationship between the modern situation and Brutus' soliloquy (II,i). Subsequent activities include an enactment of the assassination scene and discussions of Antony's confrontation with the conspirators (III,i), Antony's "Cry, Havoc!" speech, the funeral oration, the scene between Brutus and Lucius and between Brutus and the ghost (IV,3), and the last two speeches in the play. Teacher questions and comments, detailed analysis of passages, suggested pantomimes, blocking diagrams for scenes, modernized versions of some scenes, and one objective and one essay test are included. (LH)

ED 035 658

TE 001 723

Stratta, Leslie, Ed.

Writing.

National Association for the Teaching of English (England).

Pub Date 69

Note—128p.

Available from—National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. 61820 (Stock No. 23192, \$1.75)

Journal Cit—English in Education; v3 n3 p1-128 \*Aut 1969

Document Not Available from EDRS.

Descriptors—Classroom Techniques, \*Composition (Literary), Composition Skills (Literary), \*Creative Writing, \*English Instruction, Expository Writing, Group Activities, Motivation, \*Student Motivation, \*Teaching Methods, Writing, Writing Skills

The eight articles in the first section of this publication on the teaching of writing in British schools concentrate on classroom practices—ways of motivating student creative writing, the encouragement of group expository writing, and criteria to be considered when marking student writing. In the second section, five articles critically analyze the principles behind current classroom practices. Topics covered are the need for reevaluations of the teaching of both expository and creative writing, the influence of creative writing on expository composition, writing as a reflection of a child's development, the effect of

writing for an unfamiliar audience of peers, and the findings of a research study on the written language of 11- to 18-year-olds. Also included is a review of a 1967 American study of English teaching in the United Kingdom. (JM)

ED 035 659

TE 499 890

Miller, Fred

Strategies for Social Studies.

Elk Grove Training and Development Center, Arlington Heights, Ill.

Pub Date [69]

Note—129p.

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—Educational Improvement, \*Educational Research, \*Inservice Teacher Education, \*Social Studies, Teacher Attitudes, Teacher Education, \*Teaching Methods

Past research recommends emphasis upon the development of thinking as a curricular objective and the use of Hilda Taba's teaching strategies for developing children's thinking. The purpose of this ESEA Title 3 in-service program was to produce teachers who could plan, implement, and evaluate teaching activities for each of Taba's cognitive tasks, and who could utilize these methods in appropriate places in the learning process. To achieve this objective, an inductive in-service educational program that balanced theory and practice and that approximated the kind of learning sequences and approach used in the classroom was administered to 27 teachers, 3 principals, 4 supervisors, and 3 curriculum directors for 1 year. The feedback received during the program stimulated modifications in it. Results indicated that the program was effective in changing teacher classroom verbal behavior. Summative evaluation led to the acceptance of new hypotheses in regard to Taba in-service education and pointed to way toward studies yet needed. (See ED 032 318-ED 032 323, TE 499 893, and TE 499 894 for the TABA Social Studies Curriculum.) [Not available in hard copy due to marginal legibility of original document.] (Author/LH)

ED 035 660

TE 499 891

1969-70 Advanced Placement European History.

College Entrance Examination Board, New York, N.Y.

Pub Date 69

Note—19p.

Available from—College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 (HC \$0.50)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Advanced Placement Programs, Course Content, Course Objectives, Course Organization, \*European History, Humanities Instruction, \*Tests

The College Entrance Examination Board's advanced placement course in European history is described in this pamphlet. Briefly discussed are suggested instructional materials, the scope and content of the course, and the desired achievements of the students. Sample multiple-choice and essay questions from the examination for the course are included. (LH)

ED 035 661

TE 499 892

Modern Europe: An Instructional Guide, Grades 10-12.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

Report No—PUB-X-80

Pub Date 69

Note—76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors—Communism, Creative Art, Cultural Factors, Deductive Methods, Democracy, Democratic Values, \*European History, History, \*History Instruction, Inductive Methods, Literary History, \*Modern History, Moral Values, \*Secondary Education, Social Influences, Social Studies, \*Teaching Guides, Western Civilization

Emphasizing Europe's role in the growth of Western institutions and ideals, this guide stresses the development of skills necessary for active participation in democratic processes. An introductory unit on the Renaissance and the Reformation is followed by units on (1) the political events fostering the growth of the modern national state and the economic, cultural, and social forces creating the Age of Enlighten-



ment; (2) the nationalism, imperialism, and political, industrial, social, and cultural revolutions of the late 18th and 19th centuries; (3) the global consequences of the interests and problems of 20th-century Europe; and (4) the impact of modern scientific and technical achievements on people's lives, especially in the creative arts. The units' learning activities are grouped under eight headings: geographical factors, moral and spiritual values, democracy and totalitarianism, political and human freedom, contributions of European nations, great leaders, sources, and deductive and inductive reasoning. Evaluation methods are suggested for each activity. (JM)

ED 035 662 24 TE 499 893

Fraenkel, Jack R. Duvall, Alice  
Western Civilization—Perspectives on Change, Grade Seven. The TABA Social Studies Curriculum.

San Francisco State Coll., Calif. TABA Social Studies Curriculum Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1314

Pub Date 69

Contract—OEC-6-10-182

Note—249p.

EDRS Price MF-\$1.00 HC-\$12.55

Descriptors—Ancient History, Cultural Environment, Cultural Factors, Environmental Influences, European History, \*Grade 7, Greek Civilization, Medieval History, \*Social Change, Social Factors, Social Influences, \*Social Studies Units, Social Systems, \*Teaching Guides, \*Western Civilization

Identifiers—Roman Empire

Part of a curriculum development project for teaching social studies concepts (see also ED 032 318-ED 032 323 and TE 499 894), this grade 7 teaching guide deals with factors effecting changes in Western civilization. Five units are presented: (1) "Man's ways of living affect, and are affected by, the physical and social environment in which he lives." (early man) (2) "The actions of a people are influenced by the values they hold." (early Greeks) (3) "Ideas and societies change as they come in contact with the ideas and achievements of other societies." (Roman Empire) (4) "How quickly any change comes about depends not only on the nature of the change itself, but also on the pressures for and against that change." (post-Roman Empire) (5) "The beliefs, activities, and values of people are influenced by the times in which they live." (Renaissance). The objectives of the curriculum, 11 key concepts to be studied in all grades, and 19 behavioral objectives to be attained in grade 7 are listed. Strategies for teaching attitudes and cognitive skills are given; and "organizing ideas," suggested learning activities, notes for the teacher, and evaluation exercises are provided for each unit. (LH)

ED 035 663 24 TE 499 894

Durkin, Mary C. Adams, James  
United States—Change, Problems, and Promises, Grade Eight. The TABA Social Studies Curriculum.

San Francisco State Coll., Calif. TABA Social Studies Curriculum Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1314

Pub Date 69

Contract—OEC-6-10-182

Note—275p.

EDRS Price MF-\$1.25 HC-\$13.85

Descriptors—American Culture, Colonial History (United States), Economic Development, Economic Factors, Governmental Structure, \*Grade 8, Group Activities, Institutions, Political Attitudes, Political Issues, Political Power, Power Structure, \*Social Change, Social Relations, \*Social Studies Units, \*Teaching Guides, \*United States History, World Affairs

This teaching guide for a grade 8 social studies course presents six units on American society. The following main ideas represent the units: (1) Institutions tend to undergo continuous change (Colonial period). (2) Changes result from dissatisfaction with the status quo, and attempt to dispell the dissatisfaction (Revolutionary War period). (3) Divergent ways of life tend to compete for available resources and political power (conflict between North and South). (4) As a society changes from agricultural to industrial,

new institutions arise to deal with these changes. (5) Men seek to improve their conditions through obtaining those rights they consider essential to their welfare. (6) A nation affects and is affected by the nations with which it interacts. The objectives of the curriculum, 11 key concepts to be studied in all grades, and 19 behavioral objectives to be attained in grade 8 are listed. Strategies for teaching attitudes and cognitive skills are given; and "organizing ideas," suggested learning activities, notes for teachers, and evaluation exercises are provided for each unit. (LH)

ED 035 664 TE 500 467

Fagan, Edward R.  
Science and English: A Rapprochement through Literature.

National Council of Teachers of English, Champaign, Ill.

Pub Date May 65

Note—7p.

Journal Cit—English Journal; v54 n5 p357-363 May 1965

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—\*Cultural Interrelationships, Educational Trends, English, \*English Education, English Instruction, \*Interdisciplinary Approach, Literary Analysis, Literary Criticism, \*Literature, Literature Appreciation, \*Natural Sciences, Scientific Concepts, Scientific Principles, Twentieth Century Literature

Three views of literature as a bond between science and English are presented. First, the view that the sciences are contributing to the restructuring of literary forms is illustrated by quotations from Nigel Dennis, Northrop Frye, Stephen Spender, Ken Kesey, and Claude Mauriac. Second, historical precedence for viewing literature as rapprochement between English and science is drawn from observations of Kenneth Rothwell, Aristotle, Marjorie Nicholson, David Cornelius, and Edwin St. Vincent. Finally, a general trend toward interdisciplinary scholarship in all fields is presently taking place. Key scientific concepts are frequently related to literary examples. (RL)

ED 035 665 TE 500 468

Friedman, Norman  
Three Views of Poetic Form.

National Council of Teachers of English, Champaign, Ill.

Pub Date Apr 65

Note—8p.; Revised and abridged version of a talk delivered by author and Charles A. McLaughlin for the New England College English Association, Wheaton College, Norton, Massachusetts, October 28, 1961

Journal Cit—College English; v26 n7 p493-500 Apr 1965

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—Analytical Criticism, Comparative Analysis, Educational Objectives, \*English Instruction, \*English Literature, Formal Criticism, Literary Analysis, \*Literary Criticism, Literary Perspective, Literature, \*Literature Appreciation, Moral Criticism, Moral Issues, \*Poetry, Teaching Techniques, Textual Criticism

Extremists, whether formalists of the New Criticism or of the humanist-moralist tradition, are taken to task in this attempt to combine elements of both in a more pluralistic approach to literary criticism. An analysis of a Frost poem, "Stopping by Woods," is attempted as an illustration of a kind of criticism that seeks to clarify the parts of the poem, to discover the governing principle, and to identify the shaping principle which leads the writer to be concerned with its form. Concluding remarks point out the need to consider the artist as a "maker" and a "shaper", and thus to regard analysis of form as a means of arriving at the literary appreciation which the humanist critics propose. (RL)

ED 035 666 TE 500 469

Frye, Northrop  
Criticism, Visible and Invisible.

National Council of Teachers of English, Champaign, Ill.

Pub Date Oct 64

Note—10p.

Journal Cit—College English; v26 n1 p3-12 Oct 1964

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors—Critical Reading, Educational Objectives, \*Educational Philosophy, \*English In-

struction, \*English Literature, Evaluation Criteria, Impressionistic Criticism, Learning Experience, Learning Processes, Literary Analysis, \*Literary Criticism, Literature Appreciation, Productive Thinking, Reading Comprehension, \*Theoretical Criticism, Verbal Communication, Verbal Learning

The central activity of literary criticism, the understanding of literature, is related to the process of establishing a context for the works of literature being studied. Choosing not to discuss the factual elements of literary criticism, the author clarifies and concentrates on the "lower" and "upper" limits of criticism. While the "lower" limit essentially deals with a defense of freedom of speech and thought, the "upper" level is noted to be the ultimate function of criticism in that it leads to inner possession of literature as an imaginative force. The understanding of literature, equated with having literary experience, therefore, leads the author to discuss why literature cannot be taught. While criticism must begin with "visible" orientation toward its object, it arrives at its true goal when rendered "invisible" through self-realization of the literary experience. Some remarks on humanism, philology, "new criticism", personal taste as criticism, aestheticism (critical dandyism), and evaluative criticism are also included. (RL)

ED 035 667 TE 500 472

Hasley, Louis  
American Literature of the Westward Movement.

National Council of Teachers of English, Champaign, Ill.

Pub Date Nov 64

Note—3p.

Journal Cit—College English; v26 n2 p154-156 Nov 1964

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—American Culture, American History, \*American Literature, College Curriculum, College Instruction, Course Content, Course Descriptions, Course Organization, Curriculum Development, English Education, \*English Instruction, \*Geographic Regions, Literary History, Literature Appreciation, Western Civilization

A course taught at Notre Dame on American Literature of the Westward Movement, in its broadest connotation, and thought to be the only one of its kind, is outlined. Organized by sections of the country, the course progresses from an introduction to: (1) the Seaboard and the Piedmont, (2) over the Appalachians, (3) the Old Southwest and Twain, (4) the Great Plains, (5) on to the Pacific, and (6) Sooners, Okies, and Alaskans. A warning to students that the literature selected is biased toward adventure, savagery, action, danger, and problems of survival permits unambiguous course selection. Both required and non-required reading is indicated. (AF)

ED 035 668 TE 500 474

Henry, George H.  
The Idea of Coverage in the Teaching of Literature.

National Council of Teachers of English, Champaign, Ill.

Pub Date Sep 65

Note—8p.

Journal Cit—The English Journal; v54 n6 p475-482 Sep 1965

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—\*Colleges, Concept Formation, Creative Thinking, \*Curriculum Development, Curriculum Planning, Discovery Processes, Educational Theories, \*English Instruction, \*English Literature, Fundamental Concepts, Instructional Materials, Learning Processes, Learning Theories, Lesson Plans, Literary Genres, Literature Appreciation, \*Secondary Schools, Structural Analysis, Systems Approach  
Opting for curriculum design in the teaching of English which is based on recent psychological theory and current thought in logic, the author contrasts the more traditional chronological presentation with "process and structure" techniques. The weaknesses inherent in the idea of a curriculum patterned on the notion of having to "cover ground" in a certain predetermined period of time are examined. Teachers are urged to make their teaching more meaningful by viewing their educational objectives in terms of: (1) process, (2) structure, (3) concept development, (4) system interrelationships, and (5) thematic



development. Three major principles relating to the development of concepts are included. Literary works and authors are cited to illustrate key ideas. (RL)

ED 035 669 TE 500 476

Kenney, Blair G.  
Woodman, Spare Those "Trees!"  
National Council of Teachers of English, Champaign, Ill.  
Pub Date Mar 64

Note—3p.  
Journal Cit—College English; v25 n6 p431-433 Mar 1964

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—\*College Freshmen, Critical Reading, \*English Instruction, Literary Analysis, \*Literary Criticism, Literature Appreciation, \*Poetry, Student Attitudes, Teaching Methods, \*Teaching Techniques, Textbooks  
Identifiers—Kilmer (Joyce)

The wisdom of introducing college freshmen to poetry through destructive literary criticism—a negative assessment of Joyce Kilmer's "Trees" is the example here—is questioned. The underlying assumption that a student's taste may be formed by explaining literary standards to him, illustrated by examples of poor poetry, is subjected to scrutiny. Some reasons, gleaned from direct observation, why students tend to like "bad" poems and dislike poetry in general are examined, and the dangers of belittling their literary taste are pointed out. (RL)

ED 035 670 TE 500 477

Lavry, Jon S.  
Reading "Paradise Lost;" "The Grand Masterpiece to Observe."

National Council of Teachers of English, Champaign, Ill.  
Pub Date May 64  
Note—5p.  
Journal Cit—College English; v25 n8 p582-586 May 1964

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Bibliographic Citations, Characterization (Literature), College Teachers, English, \*English Curriculum, \*English Literature, Literary Analysis, Literary Criticism, Literature Appreciation, \*Poetry, Reading Processes, Structural Analysis, \*Teaching Guides, \*Undergraduate Study  
Identifiers—Milton (John)

Considering the plethora of annotation which accompanies John Milton's poetry, a plan of the structure of "Paradise Lost" is offered as an aid to comprehension for undergraduate students and as a teaching guide for college teachers. The poem is divided into three parts of four books each for pedagogical purposes, and major themes and characters are delineated. Special attention is directed to the central theme of human choice between good and evil. Selected quotations serve as literary signposts. (RL)

ED 035 671 TE 500 521

Hall, Jay L.  
Teaching the Teaching Assistant.

National Council of Teachers of English, Champaign, Ill.  
Pub Date Dec 64  
Note—3p.  
Journal Cit—College English; v26 n3 p226-228 Dec 1964

EDRS Price MF-\$0.25 HC-\$0.25

Descriptors—\*College Faculty, College Freshmen, Composition Skills (Literary), Doctoral Programs, English, English Curriculum, English Education, \*English Instruction, Graduate Students, Reading Programs, Standards, \*Teacher Education, \*Teacher Educator Education, \*Teaching Assistants, Teaching Methods, \*Teaching Models, Teaching Procedures, Teaching Quality, Universities

A three-phase "journeyman" approach, inaugurated at The University of California (Los Angeles), to the training of teaching assistants in English is described in this article. The apprentice first works as an assistant to a regular staff member. The second phase involves the teaching of a freshman English section. Finally, with advancement to candidacy under a Ph.D. program, the teaching assistant is given full direction of his course. The main thrust of the article is directed toward developing better teaching at the college level. (RL)

ED 035 672 TE 500 522

Harper, George Mills  
"The Waste Sad Time": Some Remarks on Class Visitation.

National Council of Teachers of English, Champaign, Ill.  
Pub Date Nov 65  
Note—5p.  
Journal Cit—College English; v27 n2 p119-123 Nov 1965

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Classroom Observation Techniques, \*College Faculty, \*English Instruction, Evaluation Criteria, Evaluation Methods, Evaluation Techniques, \*Faculty Evaluation, Feedback, \*Lesson Observation Criteria, Predictive Validity, Psychological Patterns, Teacher Aides, Teacher Behavior, \*Teacher Evaluation, Teacher Rating, Teaching Experience

Remarks on the practice of class visitation at the college level in English courses are directed toward revealing critical weaknesses of such practice. Examples, drawn from experience, suggest that psychological damage to the instructor often results from direct classroom observation. A more successful approach to evaluation is discussed in terms of "indirection", whereby the various feedback cues utilized neither interfere with performance nor destroy professional attitudes. (RL)

ED 035 673 TE 500 527

Parkinson, Thomas F.  
Composition and the Elementary Teacher.

National Council of Teachers of English, Champaign, Ill.  
Pub Date Nov 64  
Note—7p.  
Journal Cit—College English; v26 n2 p117-123 Nov 1964

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors—Composition (Literary), Composition Skills (Literary), Concept Formation, Creative Thinking, \*Curriculum Development, Descriptive Writing, \*Elementary School Teachers, \*English Curriculum, \*English Instruction, English Literature, Expository Writing, Literary Analysis, Literary Influences, Literature Appreciation, \*Teacher Education, Writing, Written Language

A course in advanced composition and analytical reading designed for elementary school teachers is proposed. Stressing the importance of literary appreciation of works of exceptional merit, the author returns to the systematic study of English composition using literature as the basis of the composition course. Some of the authors mentioned are Shakespeare, Dostoevsky, Tennyson, Twain, Stevenson, Herrick, and Wordsworth. (RL)

ED 035 674 TE 500 600

Svobodny, Dolly D., Comp.  
Television and Film in College English Instruction: A Bibliography of Research and Studies with Abstracts.

Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of English in Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date Oct 69  
Contract—OEC-1-6-002034-1625  
Note—29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors—American Literature, Annotated Bibliographies, Drama, Educational Television, \*English, English Literature, English Programs, Experimental Teaching, \*Films, Film Study, \*Higher Education, \*Instructional Television, Literary Criticism, Literary Styles, Student Attitudes, Teacher Attitudes, Telecourses, Televised Instruction, \*Television Research, Theater Arts

There are 62 abstracts in this compilation describing research and experimental teaching using television and film methods in college English instruction. The studies, most of them conducted since 1950, cover: (1) a comparison of televised instruction with face-to-face presentation, (2) a comparison of filmed or kinescoped courses with direct instruction, (3) other applications of television and film for instruction, (4) the significance of professor and student attitudes, and (5) the effects of production variables in television and films. Many of the documents are

available through ERIC; prices and order numbers for purchase are given. (DS)

ED 035 675 UD 009 149

Brody, Lawrence And Others  
Discovering and Developing the College Potential of Disadvantaged High School Youth: A Report of the Third Year of a Longitudinal Study on the College Discovery and Development Program.

City Univ. of New York, N.Y. Div. of Teacher Education.  
Report No—CUNY-R-69-1  
Pub Date Mar 69  
Note—152p.

EDRS Price MF-\$0.75 HC-\$7.70

Descriptors—\*Academic Achievement, Academic Aptitude, Achievement Gains, \*College Preparation, Compensatory Education, Counseling Services, Curriculum Planning, Developmental Guidance, \*Developmental Programs, Dropouts, Guidance Services, \*Student Characteristics, Summer Programs, Talent Development, Talent Identification, Test Results, Underachievers

Identifiers—CDDP, City University of New York, \*College Discovery and Development Program

This report examines the College Discovery and Development Program, which seeks (1) to identify underachieving disadvantaged high school students with college potential, (2) to increase their academic motivation, (3) to improve their scholastic achievement, (4) to develop their acceptance of college study as a realistic expectation for themselves, and (5) to facilitate their college success. The report, which includes specialized topical essays, details the characteristics of the third year group of participants at intake, their aptitude and previous achievement, the effects of the summer program, achievement and attendance, guidance services, college consultants, and graduation and college acceptance. See ED 011 683 and UD 009 148 for first year and second year reports, respectively, of the Longitudinal Study. (EM)

ED 035 676 UD 009 307

Simmons, Henry E.  
Oral History and the Black Studies Program.

Pub Date [68]  
Note—8p.  
EDRS Price MF-\$0.25 HC-\$0.50

Descriptors—\*African American Studies, American History, Black Community, City Problems, History, Migration, \*Negro Culture, Negro Dialects, Negroes, \*Negro History, \*Oral Communication, Oral English, \*Race Relations, Violence

Identifiers—Chicago State College

Black Studies means an indepth investigation of the Black Experience. Without oral history methods, this will be prostituted to mean a superficial view of opinions set forth by white society. All the broad areas of Black scholarship must begin to relate to the problems of capturing the life of the race on tape and retaining it for posterity. Oral history holds that what is of importance is what actors believed the truth to be at the moment they made their moves. To determine this, one must obtain first-hand reports from the actors as well as the observers in order to determine their ideas concerning the causes of the event and the course it took. For example, a survey conducted by Chicago State College in the spring and summer of 1967, dealing with the Black community, intergroup relations, labor, intracity migration, and religious institutions produced data leading to an interpretation of those topics which could have never been arrived at in any other way. (JM)

ED 035 677 UD 009 336

Gordon, Edmund W., Ed.  
IRCD Bulletin; Volume 5, Number 3, Summer 1969.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.  
Pub Date 69  
Note—23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors—African American Studies, \*Bibliographies, \*Cultural Disadvantage, \*Cultural Pluralism, \*Curriculum Development, Disadvantaged Schools, Disadvantaged Youth, English (Second Language), Minority Group Children, Negro Teachers, Racial Attitudes, \*Relevance (Education)

Identifiers—Black Ministers Teachers Conference

This issue of the "IRCD Bulletin" contains the transcript of the Declaration of Black Teachers before the Black Ministers-Teachers Conference on April 27, 1968 at Detroit, Michigan, a status statement on "Relevance and Pluralism in Curriculum Development" by Dr. Edmund W. Gordon, an article on moving "Toward Curriculum Relevance for Minority Group Children" by Dr. Adelaide Jablonsky, interpretative statements by Mr. Lebert Bethune and Mr. Richard G. Hatcher on Afro-American Studies: "Perspectives Toward a Definition," and "The Age of a New Humanity," respectively; and a declaration by Mr. Ossie Davis that "The English Language is My Enemy." Selected bibliographies, and information on the use of ERIC-IRCD facilities are also included. (EM)

**ED 035 678** UD 009 341

Baratz, Joan C. Baratz, Stephen S.  
**The Social Pathology Model: Historical Bases for Psychology's Denial of the Existence of Negro Culture.**

Pub Date 69

Note—22p.; Paper presented at the Annual Meeting of the American Psychological Association, 1969, Washington, D.C.

**EDRS Price MF-\$0.25 HC-\$1.20**

Descriptors—Biological Influences, Cultural Awareness, \*Cultural Differences, Cultural Disadvantage, Cultural Factors, Cultural Pluralism, Disadvantaged Environment, Environmental Influences, Ethnic Status, Intelligence Differences, \*Models, Negro Attitudes, \*Negro Culture, \*Pathology, \*Psychology

The absence of a meaningful conception of Negro culture has forced the interpretation of almost all psychology's data on the Negro into two seemingly dichotomous categories: either that of biological incapacity, i.e., genetic inferiority, or social deviance and pathology, i.e., environmental deprivation. The cultural difference theory asserts that the statistical differences noted by psychologists in intelligence testing, in family and social organization, and in attitude studies of the Negro community are surface manifestations of the viable, structured culture of the Negro American. Acquisition of new cultural patterns cannot occur without recognition of and respect for existing cultural patterns. The failure of psychology to recognize a distinct black culture has four main sources: the basic ethnocentrism of psychology, the socio-political myths surrounding our conception of assimilation, ignorance concerning the fundamental notion of culture, and embarrassment of the black middle class and the white liberal to deal with culturally rooted behavioral differences. (JM)

**ED 035 679** UD 009 343

Gaitskill, C. D. Ed.  
**Education in the Inner City. Curriculum Bulletin, Volume 1, Number 10.**

Ontario Dept. of Education, Toronto.

Pub Date Jan 69

Note—24p.

**EDRS Price MF-\$0.25 HC-\$1.30**

Descriptors—After School Activities, \*Cultural Disadvantage, Cultural Enrichment, \*Disadvantaged Youth, Elementary School Students, \*Handicapped Children, Junior High School Students, Learning Activities, Minority Group Children, Parent Participation, Preschool Children, \*Reading Improvement, School Community Relationship, Teacher Aides

Identifiers—Hamilton, North York, \*Ontario Department of Education, Ottawa, Toronto, Windsor

The report in this issue of Curriculum Bulletin documents extra-curricular and after school activities adopted by Canadian urban communities in Ontario to combat cultural disadvantage and reading deficiencies among inner-city children, pre-school through junior high school ages. The projects described in the metropolitan areas of Hamilton, Windsor, North York, Ottawa and Toronto required the assistance of parents, classroom aides, and local service organizations, and showed a marked similarity among the methods of approach. (KG)

**ED 035 680** UD 009 352

Braen, Bernard B.  
**The Evolution of a Therapeutic Group Approach to School-Age Pregnant Girls.**

State Univ. of New York, Syracuse. Upstate Medical Center.

Pub Date [Dec 68]

Note—20p.

**EDRS Price MF-\$0.25 HC-\$1.10**

Descriptors—\*Adolescents, American Indians, Caucasians, \*Class Attitudes, Decision Making, \*Group Counseling, Negroes, Nursing, Pediatrics Training, \*Pregnancy, Psychological Evaluation, Psychologists, Rehabilitation Counseling, Social Work, Therapy

Identifiers—YMED Program, \*Young Mothers Educational Development Program

This report evaluates the Young Mothers' Educational Development Program sponsored by the State University of New York, for pregnant girls between the ages of 16 and 21. The program provided needed services in the areas of obstetrics, pediatrics, education, social work, nursing, and psychology. The girls were Black, Caucasian, and Indian. Internalized values and preconceptions of staff members, reflecting a white, middle class orientation, became apparent during the course of the program. The report focuses on the inadequacies of initial approaches and assumptions and makes suggestions for improvements. (KG)

**ED 035 681** UD 009 354

Williams, Robert L.  
**The Changing Image of the Black American: A Socio-psychological Appraisal.**

National Education Association, Washington, D.C. Center for Human Relations.

Pub Date 69

Note—18p.; Paper presented at the Annual Meeting of the American Psychological Association, Washington, D.C., 1969

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—\*Black Power, \*Civil Rights, \*Negro Attitudes, Negro Stereotypes, Racial Discrimination, Racial Integration, \*Self Concept

Black culture has always been considered inferior, as the patterns of integration testify: the Black child has been sent to the white school but never vice-versa. The net result of America's history of discrimination has been a negative self-image for the Black person, an image which the "Black is Beautiful" movements are trying to counteract. Positive self and cultural images are necessary for raising expectations and helping Blacks to unite to gain civil rights. [Not available in hard copy due to marginal legibility of original document.] (KG)

**ED 035 682** UD 009 355

Schenkel, K. F. Hudson, R. H.  
**Reclaiming the Hard Core Unemployed through Training.**

Lockheed-Georgia Co., Marietta.

Pub Date [68]

Note—7p.

**EDRS Price MF-\$0.25 HC-\$0.45**

Descriptors—\*Behavior Change, Caucasians, Criminals, \*Disadvantaged Youth, Dropouts, Employee Attitudes, \*Federal Programs, \*Industrial Training, Minority Groups, Negroes, Psychological Tests, Unemployed

Identifiers—Lockheed Georgia Company, \*Manpower Development Training Act, MDTA

This report describes a metalworker's training program conducted by the Lockheed-Georgia Company and funded by the Manpower Development Training Act (MDTA). The trainees ranged from ages 18 to 21, and were mainly comprised of school dropouts and minority group members (84 percent Negroes) with police records. Tests used to screen candidates are discussed along with a specific account of the training offered. A special counselor worked with each trainee three times a week for the purpose of encouraging acceptable behavior in a working situation. (KG)

**ED 035 683** UD 009 356

Mandell, Wallace  
**Theorizing in a Participatory Democracy.**

Pub Date Aug 69

Note—6p.

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—\*Disadvantaged Groups, Evaluation Criteria, \*Personal Values, \*Political Attitudes, Poverty Programs, Power Structure, Researchers, Research Methodology, \*Research Problems, Social Attitudes

Research directed toward providing information to be used to improve the social environment of the disadvantaged has been prejudiced by various concerns and power plays in funding agencies. These agencies have a mixture of motives

and concerns, efficiency, surveillance, fund allocation, and adherence to national programs. On the other hand, community leaders want a redistribution of resources channeled to their constituents. Information gathering can be used as a delaying tactic to put off making such changes. The values and political philosophy of the researcher usually complement those of the administration and also affect his findings. More objective and thorough methodological approaches are argued for. [Not available in hard copy due to marginal legibility of original document.] (KG)

**ED 035 684** UD 009 358

Groff, Donald W. Warlow, G. L.  
**Cross-cultural Relationships in a Summer Camp.**

Guelph Univ. (Ontario). Dept. of Extension Education.

Pub Date Sep 68

Note—13p.

**EDRS Price MF-\$0.25 HC-\$0.75**

Descriptors—Adolescents, Attitude Tests, \*Camping, Cultural Background, \*Cultural Exchange, \*Ethnic Relations, Exchange Programs, \*Friendship, \*Heterogeneous Grouping, Social Discrimination, Sociometric Techniques

Identifiers—Ontario, Quebec

This study of an exchange camping program was conducted to evaluate the potential for developing understanding and appreciation between people of varying cultural backgrounds. The subjects were 31 English speaking Ontario campers and 30 French speaking Quebec campers ranging in age from 8 to 16. Attitude change was determined by administering a Lickert-type attitude scale at the start of the exchange period, half-way through it, and at its conclusion. The younger campers were more actively engaged in friendship-making the first week than the older campers, but the latter developed more permanent inter-cultural friendships gradually. (KG)

**ED 035 685** UD 009 383

Children at Risk. Occasional Publication, 2.  
Schools Council Research and Development Projects in Compensatory Education, Swansea (Wales); University Coll. of Swansea (Wales). Dept. of Education.

Pub Date 69

Note—39p.

Available from—Schools Council Research Project in Compensatory Education, Faculty of Education Centre, 50 Sketty Road, Swansea (Wales)

**Document Not Available from EDRS.**

Descriptors—\*Compensatory Education, Dropout Identification, Early Reading, \*Elementary School Students, \*Identification Tests, \*Intervention, Learning Difficulties, Phonics, \*Preschool Children, Preschool Learning, Reading Difficulty, Reading Tests

Identifiers—University College of Swansea, Wales

This occasional publication presents three articles: "The identification of children needing compensatory education," which reviews critically some of the major research findings on approaches used in identifying the disadvantaged, and suggests that the designation of educational priority areas perhaps may not necessarily be the best method of channeling meager resources where most needed; "The Tell-a-story" technique for identifying young children likely to experience reading difficulties," reporting on one very specific technique of value in early identification of children at risk, proposes a modified scoring method which might improve the usefulness of the technique; and, "The development of phonic skills in infant school children—a preliminary study," which presents an inquiry into an aspect of reading progress in the infant school, and deals with exploratory work aimed at measuring children's understanding of word recognition skills. (KG)

**ED 035 686** UD 009 384

Lopate, Carol  
**The College Readiness Program: A Program for Third World Students at the College of San Mateo, California. The Study of Collegiate Compensatory Programs for Minority Group Youth.**

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Nov 69

Note—36p.

**EDRS Price MF-\$0.25 HC-\$1.90**



**Descriptors**—College Students, Compensatory Education, Counseling, Dropouts, Educational Finance, Financial Problems, Guidance, \*Junior Colleges, \*Lower Class Students, Mexican Americans, \*Negro Students, Scholarships, School Taxes, Student Teacher Relationship, \*Work Study Programs

**Identifiers**—California, College of San Mateo, \*College Readiness Program, CRP

This report describes the two and one-half year history of the College Readiness Program (CRP) at the College of San Mateo in California. The program aimed at increasing the number of Third World students in the College and insuring that, once admitted, these students would be given necessary financial, emotional and academic backing to succeed within the College. The crisis for CRP began with a cutback in federal fund allocations to the State of California and the removal of two CRP staff leaders. The administration's refusal to grant the CRP students' demands—the reinstatement of the staff members, increase in financial aid, and institution of a Third World Program—was followed by a series of violent incidents, closing of the campus and its reopening with "full police protection." The faculty disclaimed support for the CRP, and although they liberalized grading and made special efforts to help students catch up, attrition rose to 55 per cent by Spring of 1969. (KG)

ED 035 687

UD 009 385

Baillie, John H.

**Laboratory Experiences for Disadvantaged Youth in the Middle School.**

Pub Date [64]

Note—77p.

EDRS Price MF-\$0.50 HC-\$3.95

**Descriptors**—Classroom Materials, \*Disadvantaged Youth, Discovery Learning, \*Instructional Aids, Instructional Materials, \*Laboratory Manuals, Lower Class Students, \*Middle Schools, Science Courses, Science Curriculum, Science Education, \*Science Experiments, Science Instruction, Science Materials, Teaching Methods

This guide contains experiments in the fields of Physical Science, Earth Science, and Biological Science designed to be used with any series of texts in a sequence for disadvantaged youth in the middle school. Any standard classroom can be used, with minor modifications and inexpensive equipment and materials. All students could participate, probably working in small groups. The main reason for proposing laboratory work for this age and type of pupil is that they can very easily lose interest in school and school work. A program of this type would stimulate a disadvantaged youngster not only, perhaps, to explore the sciences further upon entering high school, but also to complete his schooling with his middle-class counterpart. Although no school or program can by itself hope to overcome the manifold effects of the disadvantaged, the science teacher has the ready-made advantage of being able to create interest in his subject, particularly in school children attending a middle school. The teaching tactic of involving the learner in a variety of "discovery" activities capitalizes on the middle school disadvantaged child's natural curiosity about the world. (JM)

ED 035 688

UD 009 386

Hill, Roscoe, Ed. Feeley, Malcolm, Ed.

**Affirmative School Integration: Efforts to Overcome De Facto Segregation in Urban Schools.**

Pub Date 68

Note—172p.

Available from—Sage Publications, Beverly Hills, Calif. (\$6.95)

**Document Not Available from EDRS.**

**Descriptors**—City Demography, City Problems, \*Civil Rights, Community Characteristics, Community Study, \*Defacto Segregation, Dejure Segregation, Integration Effects, Integration Methods, Integration Studies, Racial Discrimination, \*School Integration, \*School Segregation, Token Integration, \*Urban Schools

**Identifiers**—California, Connecticut, Illinois, Missouri, New York

This book contains abbreviated accounts of eight community case studies and various reviews of a cluster of recent studies relating to race and education. The foreword discusses three phases of school integration, and the introductory chapter relates law, violence, and civil rights. The eight case studies on Evanston, Berkeley, New

Haven, Pasadena, St. Louis, Albany, San Francisco, and Chicago are bracketed by an introduction by R. Hill and M. Feeley on "Affirmative School Integration—Efforts to Overcome De Facto Segregation in Urban Schools," and by a comparative analysis of R. Hill and M. Feeley of the eight cities. The studies on race and education are introduced by R. Hill and M. Feeley. Four views of school desegregation comprise chapters giving an educator's view, a lawyer's view, a sociologist's view, and a political scientist's view. A selective bibliography on de facto school segregation by M. Weinberg completes the volume. (JM)

ED 035 689

UD 009 394

**Federal Enforcement of School Desegregation. A Report.**

Commission on Civil Rights, Washington, D.C.

Pub Date 11 Sep 69

Note—115p.

EDRS Price MF-\$0.50 HC-\$5.85

**Descriptors**—Civil Rights, Civil Rights Legislation, Defacto Segregation, Dejure Segregation, Federal Court Litigation, Federal Government, Federal State Relationship, School Integration, \*School Segregation, Southern Schools, \*Southern States, \*State Officials, State School District Relationship, Token Integration

**Identifiers**—\*Civil Rights Act of 1964, Commission on Civil Rights, Department of Justice, Office of Education

The report's facts and conclusions come from the eight major studies of Southern school desegregation completed by the Commission between 1959 and September 1969, the Commission's 1968 hearing in Montgomery, Alabama, the hundreds of complaints received involving school desegregation (which are completely listed in Appendix B), and data supplied by the Office of Education and by the Department of Justice. The report deals with enforcement of desegregation as ordered by Title VI of the Civil Rights Act of 1964, Section 602 of which requires each Federal division extending Federal assistance to enforce Title VI in its programs. The major topics discussed are: the present level of achievement in school desegregation; obstacles to the enforcement of school desegregation, including a partial listing in Appendix A of Southern efforts to delay elementary and secondary school desegregation; the importance of governmental enforcement of school desegregation; the implications of the July 3, 1969 statement (reprinted in Appendix C) for future Federal enforcement; and Federal enforcement efforts in the Summer of 1969. (JM)

ED 035 690

UD 009 395

Platero, Dillon

**Annual Report of Rough Rock Demonstration School for 1968-69; July 1, 1968 Through June 30, 1969.**

Rough Rock Demonstration School, Chinle, Ariz. Pub Date 31 Oct 69

Note—43p.

EDRS Price MF-\$0.25 HC-\$2.25

**Descriptors**—American Indians, \*Bilingual Education, \*Community Development, Curriculum Development, Curriculum Study Centers, Demonstration Centers, Demonstration Programs, Instructional Materials, \*Navaho, Primary Grades, Secondary Grades

**Identifiers**—Elementary Secondary Education Act Title I, Navaho Curriculum Center, Project Rough Rock Development, \*Rough Rock Demonstration School

This narrative report introduces the Rough Rock Demonstration School's background, organization, and setting, which is characterized as a scene for doing what is needed in Indian education. Educational services discussed are preschool services (which include a Head Start class and a kindergarten class), phase one services (for the primary grades), and phase two services (for older students). Dormitory services are discussed in terms of staff, students, activities, and problems of behavior and health. The Navaho Curriculum Center's activities, financed primarily by E.S.E.A. Title I funds, are discussed in terms of a transition period at the beginning of the 1968-69 fiscal year, and of its continuing work, which emphasized the writing of Navaho language books and the use of classroom aides. The Rough Rock Development Project is discussed in terms of its development out of the Community Services Division of the demonstration school. School Board decisions from July, 1968 to June,

1969 are listed and briefly discussed. [Photographic illustrations have been deleted due to their marginal reproducibility.] (JM)

ED 035 691

UD 009 421

Mahan, Aline M. Mahan, Thomas W.

**Changes in Cognitive Style: An Analysis of the Impact of White Suburban Schools on Inner City Children.**

Pub Date [Sep 69]

Note—8p.; Paper presented at the Annual Convention of the American Psychological Association (77th, Washington, D.C., September 1969)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

**Descriptors**—Cognitive Development, Cognitive Processes, \*Educational Disadvantage, Educational Environment, Intellectual Development, \*Negro Students, \*Spanish Speaking, Student Testing, Suburban Environment, \*Suburban Schools, Test Results, \*Transfer Programs, Transfer Students, Urban Environment, Urban Schools

**Identifiers**—Hartford, Project Concern

The Hartford Project Concern attempted to discover if the educational deficits so persistent among minority group inner city children can be prevented or corrected by placement in a suburban school. Two hundred and sixty six were randomly selected by classroom units from those schools with 85 percent or more non-white population and were reassigned on a chance basis to vacant seats in 124 different classrooms in 34 suburban schools in five suburban communities. A control group of 305 was selected in an identical fashion. During each of the four terms between Fall 1966 and Spring 1968 each child was given a battery of tests under identical conditions. Teacher reports, interviews, etc. were also utilized. The overall pattern of differences between experimental and controls indicates that programs, if begun in suburban schools by grade 3, can influence experimental toward better understanding of expectations, i.e., better test-taking skill, increased self-discipline, and increased ability to evaluate responses in terms of external standards. [Not available in hard copy due to marginal legibility of original document.] (JM)

ED 035 692

UD 009 444

**How ESEA Title II Meets the Educational Needs of Poor Children. A Special Report.**

Office of Education (DHEW), Washington, D.C.

Bureau of Elementary and Secondary Education.

Pub Date Feb 69

Note—27p.

EDRS Price MF-\$0.25 HC-\$1.45

**Descriptors**—Culturally Disadvantaged, Economically Disadvantaged, Educational Administration, Educational Finance, \*Educational Needs, \*Educational Resources, Elementary School Students, Inservice Education, Inservice Teacher Education, \*Instructional Materials, \*Resource Allocations, Secondary School Students

**Identifiers**—\*Elementary Secondary Education Act Title II, ESEA Title II Programs, Office of Education

This report details the contributions made by ESEA Title II programs toward providing poor children with increased quantities of school library resources, textbooks, and other printed and published instructional materials. Formal and informal efforts made to assist teachers and media specialists in learning to select and utilize those materials most meaningful to educationally and economically deprived children are described. Demonstrations of media programs especially designed for the disadvantaged, as shown to school and lay personnel, are also outlined. Three tables appended bear on the number of children participating in ESEA Title I and those benefiting from Title II in the fiscal years 1966, 1967 and 1968, by region and State; percentage of Title II funds distributed on a per capita basis in the fiscal years 1966, 1967, 1968 and 1969, by region and State; and, the amount of Title II funds expended on special-purpose grant projects in the fiscal years 1966, 1967 and 1968, by region and State. (RJ)

ED 035 693

UD 009 445

Schram, Barbara A.

**Some Basic Guidelines for Building Parent Participation Groups to Effect Changes in the Public School System.**



Two Bridges Parent Development Program, New York, N.Y.

Pub Date Jan 68

Note—22p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Community Coordination, Educational Change, \*Educational Development, \*Minority Groups, Organizational Change, Organizations (Groups), \*Parent Participation, \*Parent School Relationship, \*Urban Schools

While the concept of decentralization does highlight parent participation in school affairs, the actual process of getting parents involved in educational decision making is one of progressively building up confidence, knowledge, and skills of strategies which the system has withheld from them in the past. A small group of risk-taking parents can gradually participate more by making projects visible and involving. As the group becomes a place of support and excitement for the parent, isolation and fear of confrontation begins to be overcome. In addition, through reaching out to similar groups in progressive stages, the group increases its sense of determination, strength, and knowledge. As it gains a high level of sophistication it must, in turn, contribute to newer groups in an effort to constantly increase the coalition power of parents throughout the city. [Not available in hard copy due to marginal legibility of original document.] (KG)

ED 035 694 UD 009 446

Shipe, Dorothy Lazare, Sharon  
Two Measures of Delay of Gratification: Age and Socioeconomic Status in Young Children.

Pub Date Sep 69

Note—5p; Paper presented at the Annual Convention of the American Psychological Association (77th, Washington, D.C., September 1969)

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors—Grade 1, \*Learning Theories, Lower Class, Middle Class, \*Motivation, \*Preschool Children, \*Reinforcement, Rewards, Upper Class

This paper gives the results of a study of two measures of delay gratification: age and socioeconomic status (SES) in young children. The subjects included 180 four-, five-, and six-year old children. Sixty children at each age level were selected, twenty children within each level of high, 20 of middle, and 20 of low SES. Delay choice scores were unrelated to SES. Age proved to be the only significant variable. The six-year olds were significantly more willing to delay gratification than the five-year olds, who in turn obtained higher delay choice scores than the four-year olds. This study, within the limits imposed by the tasks used and the groups involved, lends no support to the thesis that lower class children are less willing or able to delay gratification than other children of the same age, or that they are less willing to trust adults. (KG)

ED 035 695 UD 009 471

Closing the Gap. A Report of the First Two Years of Experience with ESEA, Title I in New York State.

New York State Education Dept., Albany.

Pub Date Aug 68

Note—39p.

EDRS Price MF-\$0.25 HC-\$2.05

Descriptors—Counseling, Cultural Enrichment, \*Disadvantaged Youth, \*Federal Programs, Guidance, Individualized Instruction, Mathematics Instruction, \*Reading Programs, Remedial Reading, Standardized Tests, Test Results

Identifiers—CDDP, College Discovery and Development Program, \*Elementary Secondary Education Act Title I Program, ESEA Title I Programs, Metropolitan Achievement Test, New York

A summary of findings of Elementary and Secondary Education Act (ESEA), Title I programs for the years 1965-1967 in the State of New York comprises this report. About 20 percent of public school children and ten percent of private school children participated in Title I programs during these two years. Tables give data on pupil personnel services, reading, English language arts, and mathematics programs. In addition, information and statistics on the following topics are discussed and provided in graph form: annual cost of social service institutions, grade 4 Metropolitan Achievement Test results, secondary school reading achievement, remediation and

enrichment services, methods (guidance, counseling, individualized instruction, intensive and remedial reading) used to encourage improved performance, standardized and teacher tests and grades, and the College Discovery and Development Program (CDDP). In general, it was felt that Title I programs were effective. (KG)

ED 035 696 UD 009 472  
Mathematics Education and the Educationally Disadvantaged.

New York State Education Dept., Albany. Bureau of Mathematics Education.

Pub Date [68]

Note—72p.

EDRS Price MF-\$0.50 HC-\$3.70

Descriptors—Achievement Tests, Cognitive Development, \*Educationally Disadvantaged, \*Elementary Grades, Inservice Teacher Education, Instructional Technology, Learning Characteristics, Low Achievers, Mathematics Curriculum, \*Mathematics Education, Mathematics Teachers, Remedial Programs

Identifiers—\*Elementary Secondary Education Act Title I Program, ESEA Title I Programs, New York

This volume contains the major presentations of two conferences on the theme: "Low Achievers in Mathematics and Title I, ESEA" attended by mathematics educators in New York State. Melvin Mendelsohn summarizes "Activities of the Bureau of Mathematics Education Related to Title I, ESEA". "Cognition and Learning Style of the Disadvantaged" is discussed by Nicholas Troisi. Lucille Stovall highlights "Instructional Techniques for Low Achievers in Mathematics". Natalie Mintz's topic is "Training Teachers to Work With Educationally Disadvantaged Students". "Organizational Change for Teaching the Disadvantaged" is discussed by Charles Pfaffman. Winsor Lott outlines "The Use of Tests in Programs of Mathematics for the Educationally Disadvantaged". Beryl Hunte highlights "Research Studies" relevant to mathematics education of the educationally disadvantaged. (JM)

ED 035 697 UD 009 473

Mathematics Education Programs Funded Under Title I, ESEA of 1965, Volume II.

New York State Education Dept., Albany.

Pub Date [68]

Note—85p.

EDRS Price MF-\$0.50 HC-\$4.35

Descriptors—After School Programs, Class Size, \*Curriculum Development, Disadvantaged Youth, \*Elementary Grades, Inservice Teacher Education, Instructional Design, \*Mathematics Education, Private Schools, Public Schools, Remedial Programs, \*Secondary Grades, Summer Programs, Teacher Aides

Identifiers—\*Elementary Secondary Education Act Title I Program, ESEA Title I Programs, New York

This compendium contains descriptions of 25 Elementary and Secondary Education Act Title I projects involved with mathematics, chosen as representative of the 367 mathematics education projects funded for approximately 9.2 million dollars during fiscal years 1966-68. Variables considered to be criteria for representativeness include: instructional area—curriculum development, grouping, inservice training, reduction of class size, small group instruction, teacher aides; level—elementary, secondary; time of activity—after school, during school, summer session; and, participation—public, non-public. Among these 25 are 8 previously described, included after having been augmented by the addition of the narrative evaluation sections obtained from the annual evaluation reports submitted to the State Education Department in accordance with current regulations regarding E.S.E.A. Title I. For Volume I of program descriptions, see ED 017 459. (JM)

ED 035 698 UD 009 474

Ferrante, Joan  
The Negro American: A Reading List for Elementary Teachers.

Educational Improvement Center, Glassboro, N.J.

Pub Date [68]

Note—56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors—\*African American Studies, \*Elementary School Curriculum, \*Elementary School Teachers, \*Integrated Curriculum, Librarians, \*Negro History, Supplementary Reading Materials, Teacher Developed Materials

The reading lists in this document are designed as guidelines for the elementary school librarian in selecting materials about Afro-Americans for students and teachers, and for information purposes. The lists are also designed as background reading for elementary school teachers for preparing a curriculum of integrated materials, in using instructional materials about Black people, while teaching inter-group relations, and for inservice training programs. (KG)

ED 035 699 UD 009 475

Riessman, Frank  
Blueprint for the Disadvantaged.

B'nai B'rith, New York, N.Y. Anti-Defamation League.

Pub Date [68]

Note—46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors—Compensatory Education, \*Disadvantaged Youth, Inservice Teacher Education, Negro Students, Nonprofessional Personnel, \*On the Job Training, Role Playing, Self Concept, \*Teacher Aides, Teacher Role, Teaching Styles, \*Teaching Techniques, \*Urban Schools

The program outlined in this proposal describes various teaching techniques which are suited to the styles and strengths of disadvantaged students. The general approach is directed at convincing the disadvantaged student that he can learn and become educated without becoming a middle class stereotype—that he can retain his own identity. A "New Careers" program is also suggested which would allow inexperienced, untrained people to assume routine, daily tasks in the classroom in order to allow the teacher to concentrate on creative methods of teaching. Recruited from the community, male class room aides would provide male role models and reinforce the assurance that the deprived can succeed in the system. (KG)

ED 035 700 UD 009 476

Keogh, Barbara K. Smith, Carol E.  
Early Identification of Educationally High Potential and High Risk Children.

Pub Date Sep 69

Note—14p; Paper presented at the Annual Convention of the American Psychological Association, Washington, D.C., September 1969

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors—\*Ability Identification, \*Academic Performance, Achievement Tests, Elementary School Students, High Achievers, \*Identification Tests, Kindergarten Children, Low Achievers, Risk, \*Student Evaluation

Identifiers—Bender Gestalt Test

Early identification of educationally high potential and high risk children was investigated by following the same 49 children from kindergarten entrance through grade five of a regular school program. Kindergarten predictive measures were the Bender Gestalt Test and teachers' evaluations; follow-up measures were yearly standard achievement test results. Analyses revealed consistently high and significant relationships between teachers' ratings and subsequent school achievement. Teachers were surprisingly accurate in early identification of both high risk and high potential children. The Bender-Gestalt Test was more accurate for identification of high potential than high risk children. Findings support the use of these measures for initial screening of children entering formal school programs. Specification of dimensions of teachers' evaluations may provide clues to understanding the complexities of school readiness. (KG)

ED 035 701 UD 009 477

ESEA Title I Evaluation Report, FY 1969.

Mississippi State Dept. of Education, Jackson.

Pub Date [69]

Note—8p.

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Community Involvement, Disadvantaged Youth, \*Elementary School Students, \*Federal Programs, Health Programs, Medical Services, \*Negro Students, Nutrition, Parent Participation, Private Schools, \*Reading Instruction, \*Southern Schools, State Agencies, Teacher Aides

Identifiers—Elementary Secondary Education Act Title I Program, ESEA Title I Programs, Mississippi

The Mississippi Department of Education evaluation of Elementary and Secondary Education Act Title I programs covers the number of

participating students, health and medical services, roles of State and Local Education Agencies, and affirms the effectiveness of the reading programs on disadvantaged students. Other topics commented on are the lack of state financial support and the participation of parents, teacher aides, and community and non public school children in the program. [Not available in hard copy due to marginal legibility of original document.] (KG)

**ED 035 702** UD 009 478  
**Evaluation Report of the Center for the Study of Migrant and Indian Education, Toppish, Washington.**

Central Washington State Coll., Ellensburg.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date 12 Sep 69

Note—33p.  
**EDRS Price MF-\$0.25 HC-\$1.75**

Descriptors—\*American Indians, \*College School Cooperation, Counselor Training, \*Educational Research, Federal Programs, Language Instruction, Migrant Welfare Services, \*Migrant Youth, \*School Community Programs, Summer Programs, Teacher Aides, Welfare Services

Identifiers—Elementary Secondary Education Act Title I Program, ESEA Title I Programs

The Center for the Study of Migrant and Indian Education was designed to provide a continuity of educational goals among agencies, colleges and public schools. Topics included in this evaluation report are the advisory committee proceedings, accomplishments of curriculum materials services, student-teaching, language games program, training of teacher aides, migrant institute, Indian summer school, family services, research and development in the areas of: education, consulting services, training of diagnosticians, teachers and counselors, dissemination of information, and local and state coordination. Interviews with key people along with evaluative comments are also included. (KG)

**ED 035 703** UD 009 487

Kraft, Richard J.  
**Affective Climate and Integration: A Report Presented to ERIC Clearing House on the Disadvantaged.**

Pub Date Oct 69  
 Note—80p.

**EDRS Price MF-\$0.50 HC Not Available from EDRS.**

Descriptors—Academic Aspiration, Affective Behavior, Affective Objectives, Community Attitudes, Individual Power, \*Integration Effects, \*Integration Studies, Motivation, Organizational Climate, \*Racial Attitudes, \*School Integration, Self Concept, \*Social Attitudes, Student Attitudes, Teacher Attitudes

In order to test the hypothesis that integration of the public schools and individual classrooms has resulted in the development of positive attitudes between the races not only on the part of students but also for parents, teachers, principals, and the community at large, the author of this review of research focuses on studies on school integration completed from 1967 to 1969. Each study pertinent to the particular topic under consideration is reviewed individually, and at the conclusion of each section an assessment of the implications of the recent research on that particular topic is made. Topics dealt with include motivation, self concept, sense of control, anxiety, aspiration, behavior, social cognitions, and social attitudes. There is a brief review of previous research on each topic, and an overall concluding summary of the findings. In confirming the hypothesis the author used as major sources of information the facilities of Educational Resources Information Center system, Dissertation Abstracts, the returns on requests for current research which were sent to over 70 city school systems and universities involved in urban research, and current research reported in education periodicals. [Not available in hard copy due to marginal legibility of original document.] (JM)

**ED 035 704** UD 009 496

Adams, Ruth R. Brody, Lawrence  
**An Evaluation of the Written Composition of High School Students in Five College Discovery Centers in New York City. Research Report.**

City Univ. of New York, N.Y. Div. of Teacher Education.  
 Report No.—ORE-68-8  
 Pub Date Apr 68

Note—17p.

**EDRS Price MF-\$0.25 HC-\$0.95**

Descriptors—Comparative Testing, \*Composition Skills (Literary), \*Disadvantaged Youth, \*High School Students, \*Testing, Test Interpretation, Urban Youth

Identifiers—CDDP, College Discovery and Development Program, New York City, \*Picture Story Language Test, PSLT

An evaluation of compositions written by 375 disadvantaged high school sophomores from New York City showed that these students achieved Picture Story Language Test (PSLT) scores which were higher in productivity, lower on syntax quotient, and approximately equivalent on the abstract-concrete dimension, as compared with the population upon which the PSLT had been standardized. These disadvantaged students were part of the College Discovery and Development Program (CDDP). The appropriateness of the PSLT norms for the CDDP population is problematical as the control sample was representative of 125 urban and suburban and middle-class and lower-class high school students, while the CDDP group were urban, impoverished, and primarily minority group students. However, the CDDP scores should be helpful to English teachers for diagnostic and corrective measures. (KG)

**ED 035 705** UD 009 497

Brody, Lawrence Marin, Genaro

**Why Do Teenagers Go to College? College Discovery and Development Program. Research Report.**

City Univ. of New York, N.Y. Div. of Teacher Education.

Report No.—ORE-68-11

Pub Date Jul 68

Note—20p.

**EDRS Price MF-\$0.25 HC-\$1.10**

Descriptors—\*Academic Aspiration, \*College Bound Students, \*Disadvantaged Youth, Dropouts, \*Motivation, Negro Students, Personal Interests, Self Concept

Identifiers—CDDP, College Discovery and Development Program, \*New York City

Results of this study which attempted to determine the main forces which strengthen or weaken college aspirations of students from disadvantaged backgrounds showed that the parents, guidance counselor and teacher were the strongest personal influences. Circumstances more than people tend to lessen the aspirations of the teenagers studied, who were chosen from a college-bound program in New York City. The three chief circumstances were lack of money, fear of failure, and not strong enough motivation. The two main reasons for going to college were relevant to the improvement of their self image and a pragmatic orientation toward a career. Charts are included. (KG)

**ED 035 706** UD 009 498

Kaye, Mildred

**College Discovery and Development Tutorial Program, 1967-68. Research Report.**

City Univ. of New York, N.Y. Div. of Teacher Education.

Report No.—ORE-68-14

Pub Date Oct 68

Note—38p.

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—Academic Achievement, College Students, \*Disadvantaged Youth, \*Federal Programs, High School Students, Individualized Instruction, Negro Students, Puerto Ricans, Self Concept, \*Tutoring, \*Work Study Programs

Identifiers—City University of New York, CUNY, OEO, \*Office of Economic Opportunity

Financed by the College Work Study Program (administered by the Office of Economic Opportunity), college students who were largely from lower-class homes, tutored in the College Discovery and Development (CDDP) High School Centers in New York City. The tutors, recruited from the City University of New York (CUNY) system had, on the whole, a beneficial effect on the disadvantaged high school students as academic achievement, aptitude and self-esteem in the latter group improved. Appended are results of the Tutor Opinion Questionnaire given to participating tutors. [Not available in hard copy due to marginal legibility of the original document.] (KG)

**ED 035 707**

UD 009 530

Valentine, Charles A.

**It's Either Brain Damage or No Father: The False Issue of Deficit Vs. Difference Models of Afro-American Behavior.**

Pub Date Aug 69

Note—28p.: Paper presented in part at the Annual Convention of the American Psychological Association, Washington, D.C., September 1969

**EDRS Price MF-\$0.25 HC-\$1.50**

Descriptors—\*Biculturalism, \*Black Community, Class Attitudes, \*Community Health Services, Culture Conflict, \*Guidance Counseling, Institutionalized (Persons), \*Psychological Services, Retarded Children

The distorting notions of the deficit and different Afro-American subculture have led white psychologists and guidance counselors to diagnose incorrectly behavior aberrations in Black children. A case study of a Black child who was hastily diagnosed and institutionalized as brain damaged, retarded, and psychotic illustrates this point. A bicultural model, rather than the deficit oversimplified model, is a preferable conceptual framework. Educators and health specialists must not only recognize the legitimacy and creativity of ethnic subcultures, but also must recognize that Afro-Americans are already more conversant with and competent in the main stream culture than most non-Black Americans would realize. The bicultural conception calls attention to a kind of psychocultural adequacy in the Black community. Out of this could perhaps come the beginnings of a more realistic and humane basis for service institutions changing to provide for Afro-American needs and interests. (KG)

**ED 035 708** UD 009 630

**The Melting Pot, the Mold and Resultant Rejects. National Conference on Equal Educational Opportunity.**

National Education Association, Washington, D.C. Center for Human Relations.  
 Pub Date 69

Note—15p.

Available from—Publications-Sales Section, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. (\$0.50)

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—American Indians, \*Disadvantaged Groups, \*Educational Change, \*Educational Equality, \*Educational Improvement, \*Educational Theories, Human Relations, Jews, Mexican Americans, Negroes, Publishing Industry

In an attempt to illustrate the insufficiency of the melting pot concept, summaries of speeches from a National Education Association National Conference on Equal Educational Opportunity are paired with news items on the need for humanism in education and on a growing awareness of minority group needs in educational publishing. Speech summaries include: (1) Margaret Alexander on the need for a new kind of education for blacks and whites, (2) Dorothy Davids on Indian education, (3) Meyer Weinberg on educational patterns of two ghetto peoples, American Negroes and Russian Jewish immigrants, and (4) Rev. Henry J. Casso on education for the Mexican-American. (AF)

**ED 035 709** 24 UD 009 642

Fish, Enrica

**The Relationship of Teachers' Assigned Marks to Tested Achievement Among Educationally and Culturally Disadvantaged Children in the Elementary Grades. Final Report.**

Hamline Univ., St. Paul, Minn.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-F-113

Pub Date 5 Sep 69

Grant—OEG-6-9-008113-0060 (010)

Note—108p.

**EDRS Price MF-\$0.50 HC-\$5.50**

Descriptors—Academic Achievement, Achievement Tests, American Indians, Caucasian Students, \*Culturally Disadvantaged, Curriculum Design, \*Educationally Disadvantaged, \*Elementary School Students, Intelligence Differences, Negro Students, Sex Differences, \*Student Evaluation

Identifiers—Minneapolis

This study investigated the relationship between (1) achievement marks assigned by



teachers to elementary grade, lower socioeconomic status boys and girls, and (2) pupils' racial background, sex, intelligence quotient, and tested achievement. A pupil and a teacher sample were chosen from five Minneapolis inner-city schools. The pupil sample contained 62 American Indian, 46 Negro, and 143 white children. The teacher sample contained nine male and nine female white teachers. The children were classified by sex, race, grade IQ, tested achievement, and teacher assessment of achievement. A comprehensive statistical analysis was performed, including a three-way analysis of variance, and an analysis of covariance. Findings include the following. Girls obtain higher achievement scores than boys. When achievement scores are adjusted for IQ, the same sex differences occur. Differences in IQ scores do not exist between sexes. Differences in IQ scores exist between Indian, Negro, and white children, with the latter obtaining higher scores. Differences do not exist between boys and girls in achievement-group scores. These findings have important implications for curriculum design and the deficit theory. (JM)

ED 035 710 08 UD 009 697

**Operation Fair Chance; The Establishment of Two Centers to Improve the Preparation of Teachers of Culturally Disadvantaged Students, Emphasizing Occupational Understanding Leading to Technical Vocational Competence. Final Report.**

California State Coll., Hayward.; Fresno State Coll., Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0216

Pub Date Sep 69

Note—301p.

EDRS Price MF-\$1.25 HC Not Available from EDRS.

Descriptors—Community Involvement, Culturally Disadvantaged, Disadvantaged Youth, School Districts, \*Teacher Attitudes, \*Teacher Education, \*Teacher Education Curriculum, Teachers Colleges, \*Teacher Selection

Identifiers—California, Fresno State College, Hayward State College, \*Operation Fair Chance, Vocational Education Act

The California State Colleges at Fresno and Hayward were designated Project "Centers" for the operation of the project evaluated in this report. The "Centers" were authorized to develop experimental teacher education programs which would lead to more effective preparation for teaching disadvantaged children and youth. The primary objectives implied that the Operation Fair Chance staff was to be responsible for effecting change towards a vocational educational emphasis in both the elementary and secondary curriculum. While the goals were worthy, the operational procedures were unrealistic in terms of time and financing. Drastic modification of the original proposal yielded an experimental teacher training program with its roots embedded in the traditional credential programs offered on the campus of California State College, Hayward. [Not available in hard copy due to marginal legibility of original document; photographed for microfiche from best available copy.] (JM)

ED 035 711 UD 009 699

Koenigsberg, Shelly P., Ed.

**Improving Teacher Education for Disadvantaged Youth: What University Professors Can Learn from Classroom Teachers. Conference Proceedings, May 15-17, 1966. Project Beacon.** Yeshiva Univ., New York, N.Y. Ferkauf Graduate School of Humanities and Social Sciences.

Spons Agency—Center for Urban Education, New York, N.Y.; New York State Education Dept., Albany.

Pub Date May 66

Note—173p.

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors—\*Disadvantaged Youth, Group Instruction, Inservice Teacher Education, Reading Failure, \*Reading Instruction, \*Self Evaluation, \*Teacher Education, \*Urban Schools

These conference proceedings report the discussions of classroom teachers and university professors relating to the problems of teaching disadvantaged students. Topics treated were the inadequacies of teacher training, need for self-analysis during training, teaching of reading,

grouping students for instruction, and the relation of the schools to the broader social revolution. [Not available in hard copy due to marginal legibility of the original document.] (KG)

ED 035 712 UD 009 706

**Homework Helper Program, New York City. Program Conspectus.**

Center for Urban Education, New York, N.Y. Program Reference Service.

Report No.—PC-005

Pub Date Dec 69

Note—4p.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—After School Tutoring, \*Disadvantaged Youth, \*Elementary School Students, \*High School Students, \*Individual Instruction, Low Achievers, Reading Improvement, \*Tutorial Programs

Identifiers—New York City

The Homework Helper Program with 100 centers in New York City, serving 1500 tutors and 4500 tutees, helps both tutors and tutees. Tutors (disadvantaged secondary school students) are paid \$1.50-\$2.00 an hour which helps them stay in school and gives them experiences of "success." Tutees (fourth, fifth, and sixth grade pupils performing below grade level) benefit by receiving individual help in basic skills and study habits, and by the opportunity to identify with a positive role model offered by the tutor. Tutorial sessions are held under the direction of a master teacher who trains and guides the tutors and acts as a liaison between tutors and classroom teachers. Morning summer programs were held from 1964 through 1969. (KG)

ED 035 713 UD 009 707

**Intensive Reading Instructional Teams (IRIT), Hartford, Connecticut. Program Conspectus.**

Center for Urban Education, New York, N.Y. Program Reference Service.

Report No.—PC-004

Pub Date Dec 69

Note—4p.

EDRS Price MF-\$0.25 HC-\$0.30

Descriptors—Auditory Perception, Grade 1, \*Instructional Staff, Language Development, Language Enrichment, \*Reading Centers, \*Reading Improvement, Visual Perception

Identifiers—Connecticut, Hartford

This program selected 252 students on the basis of teacher recommendations and kindergarten survey test scores. Students were divided into teams and remained with an Intensive Reading Instructional Team for 10 weeks. Moving from teacher to teacher at hourly intervals each morning, students met with teachers specializing in one of three crucial areas of reading. "These areas were: the decoding program, which included instruction in word analysis and word attack skills; language development and enrichment program, which stressed vocabulary and comprehension development; and the visual and auditory perception program, which was designed to develop an enjoyment of reading..." (KG)

ED 035 714 24 UD 009 715

Carter, John L.

**Follow-up Study of the Effects of a Language Stimulation Program upon Negro Educationally Disadvantaged First Grade Children. Final Report.**

Houston Univ., Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-G-084

Pub Date Oct 69

Contract—OEG-7-8-000084-0022(010)

Note—25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors—Achievement Gains, Age Groups, Control Groups, \*Educational/Disadvantaged, Experimental Groups, \*Grade 1, Group Intelligence Testing, Intelligence Quotient, \*Language Programs, Language Tests, Mental Tests, \*Negro Students, Post Testing, Reading Ability, Test Results

Identifiers—Ammons Ammons Full Range Picture Vocabulary Test, California Test of Mental Maturity Short Form, Durrell Analysis of Reading Difficulty, Lee Clark California Reading Test Grade 1, \*Peabody Language Development Kit

Thirty-two pairs of disadvantaged Negro first grade children were matched on mental age (M.A.), chronological age (C.A.), intelligence

quotient (I.Q.), and language age (L.A.). One of each pair was randomly assigned to be the experimental group, while the other formed the matched pair of the control group. A language stimulation program consisting of one hour per day for a twelve week period was administered to the experimental group. A post-test was administered immediately following termination of treatment, 80 weeks after, and 124 weeks after. The immediate gains in I.Q., M.A., and L.A. were maintained. Although there were no differences in reading immediately following treatment, differences were present at both 80 and 124 weeks later. It appears that, due to language treatment, the experimental group made significant gains and maintained them, developing parallel to the control group and always ahead. (RJ)

ED 035 715 VT 002 431

Ridley, Agnes Fenster

**Gainful Employment in Home Economics; Phase I. An Assessment of the Occupational Opportunities in the State of Florida Utilizing Knowledge and Skills Derived from the Field of Home Economics.**

Florida State Univ., Tallahassee.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date 67

Note—224p.

EDRS Price MF-\$1.00 HC-\$11.30

Descriptors—\*Employment Opportunities, Employment Qualifications, Employment Trends, \*Home Economics Skills, Occupational Clusters, \*Occupational Home Economics, \*Occupational Information, Occupations, \*Service Occupations

Identifiers—\*Florida

The first phase of this three-phase study focused on identifying occupations (job titles), projecting employment and employment opportunities, determining employment qualifications, and identifying clusters of technical occupations and attendant competencies. Data were obtained from 814 questionnaires completed during 483 interviews conducted with business and industry personnel: 34 for child care, 113 for foods, 161 for clothing and textiles, and 175 for housing and home furnishings. The interviews yielded employment qualifications and opportunities for 69 specific job titles. Employment data included 5,347 full-time and 2,143 part-time employees. Increased employment was anticipated in approximately 50 percent of the job titles. Clusters of job titles requiring common competencies are presented in chart form. A bibliography, questionnaires, and an interview guide are appended. Phases II and III are available as VT 010 022 and VT 010 023, respectively. (CH)

ED 035 716 08 VT 009 578

Young, Robert C., Ed.

**Manpower Information for Vocational Education Planning. Final Report. Leadership Series No. 21.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0158

Pub Date Nov 69

Grant—OEG-3-7-000158-2037

Note—175p.; Report of a conference held at The Ohio State University's Center for Vocational and Technical Education, June 12 and 13, 1969

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$3.50)

EDRS Price MF-\$0.75 HC-\$8.85

Descriptors—\*Conference Reports, Data Analysis, Educational Mobility, Educational Needs, Employment Opportunities, Employment Projections, Labor Economics, Manpower Development, \*Manpower Needs, Occupational Mobility, Program Improvement, \*Program Planning, \*Vocational Education

Identifiers—Manpower Forecasting, \*State Vocational Education Planning  
Twenty-three participants attended a conference with a major objective of providing insight into techniques of forecasting, new kinds of data being generated by the Department of Labor and others, and the difficulties and possible resolution of problems in utilizing data in the vocational education planning process. Major



presentations were: (1) "Occupational Job Requirements, A Short-Cut Approach to Long-Range Forecasting: Report on Test Results in Several Cities," by N. Medvin, (2) "Forecasting Occupational Employment for State Vocational Education Planning," by H. Goldstein, (3) "Forecasting Occupational Employment for State Vocational Education Planning," by I.F.O. Wingard, (4) "Occupational Education and Training Requirements: Relationships Essential for Planning State Vocational Education," by J.R. Shea, (5) "Estimates of Vocational Education Requirements Based upon General Learning Corporation Model," by J. Nussbaum and W. Morsch, (6) "Aspects of Geographic and Occupational Mobility in Planning for State Vocational Education Programs," by E.W. Stromsdorfer, and (7) "Alternatives in Vocational Education," by G.L. Mangum. Discussion leaders were J.G. Scoville, N. DeWitt, H.S. Parnes, B. Shoemaker, and R. Worthington. (DM)

**ED 035 717** VT 009 759  
**Employment Programs for the Poor. A Community Action Agency Manpower Guidebook.**  
 Office of Economic Opportunity, Washington, D.C.

Pub Date May 69  
 Note—96p.

**EDRS Price MF-\$0.50 HC-\$4.90**

**Descriptors—**Abbreviations, Check Lists, \*Economically Disadvantaged, \*Employment, \*Federal Programs, \*Guides, Job Development, \*Manpower Needs, Prevocational Education, Records (Forms), Vocational Education

**Identifiers—**CAA, \*Community Action Agency  
 This pamphlet provides information to help communities in analyzing their needs, assessing available resources, and developing an effective manpower program to combat poverty problems which include high unemployment, inadequate education, poor health, and dilapidated housing. The report describes the necessary steps to be made for comprehensive planning by the Community Action Agency (CAA) which is a local organization designated by the Office of Economic Opportunity to organize anti-poverty programs. A comprehensive manpower program involves outreach and recruitment, intake and assessment, prevocational training, supportive services, skill training, job development and placement, followup, business support, and feedback. The report provides suggestions for coordinating manpower services and a checklist. In addition, there is a description of the major federally sponsored manpower programs and a list of acronyms. (BC)

**ED 035 718** VT 009 764  
**Guidelines for Program Development and Evaluation: Vocational Diploma, Associate Degree.**  
 Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 10 Jul 68

Note—64p.

**EDRS Price MF-\$0.50 HC-\$3.30**

**Descriptors—**\*Adult Vocational Education, Associate Degrees, \*Guidelines, \*Program Development, Technical Education, \*Vocational Education

The document includes three major parts. The first presents general information on the philosophy and objectives underlying vocational, technical, and adult education in Wisconsin and the roles of the state, districts, and schools. The second part presents guidelines for associate degree programs. Included are: (1) criteria, (2) curriculum, (3) plans and policies for accreditation, (4) procedures for program approval, (5) program evaluation procedures, (6) outline for self-study, (7) procedures for formulating evaluation committees, (8) district's responsibility for evaluation committee arrangements, (9) general program evaluation schedule, (10) committee instructions for program evaluation, (11) sub-committee assignments for program evaluation, and (12) a checklist for program evaluation. The third part of the document presents guidelines for vocational diploma programs, including diploma program criteria and procedures for new full-time diploma program approval. The state office forms for new program approval and guidelines for review of a comprehensive district are appended. (JK)

**ED 035 719** VT 009 798  
**Holiday, L. P.**  
**Appraising Selected Manpower Training Programs in the Los Angeles Area.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—Memorandum RM-5746-OEO

Pub Date May 69

Note—38p.

Available from—Reports Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$1.00)

**EDRS Price MF-\$0.25 HC-\$2.00**

**Descriptors—**Demonstration Projects, \*Evaluation, \*Manpower Development, \*Manpower Needs, Surveys, Systems Analysis, Unit Costs

**Identifiers—**\*Theoretical and Empirical Analysis  
 To examine selected manpower programs in the Los Angeles area, the Rand Corporation devised theoretical and empirical methods of analysis. The four different types of empirical studies which were made were a survey of employers, former youth-project enrollees, interaction between staff and enrollees, and a cost analysis of manpower projects. The theoretical models dealt with training and unemployment. The report also surveyed the various methods of program evaluations and concluded that more than one program should be evaluated simultaneously. Six different manpower program systems were examined but only "extension Zero" yielded reliable and unbiased data. For this system, a computer clerk took information over the telephone and filled out a computer card. For later reference, the computer provided such data as population trends of the project and job placement. The report also included suggestions for two demonstration projects. A table of summary unit costs of manpower programs is appended. (BC)

**ED 035 720** 08 VT 009 805  
**Vivian, Neal E.**

**A Plan for Research in Distributive Education; Report of a Research Planning Seminar. Final Report. Leadership Series No. 22.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-0158

Pub Date Nov 69

Grant—OEG-3-7-000158-2037

Note—76p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.50)

**EDRS Price MF-\$0.50 HC-\$3.90**

**Descriptors—**\*Conference Reports, \*Distributive Education, \*Educational Research, \*Planning, Research Design, Research Methodology, Research Needs, Seminars

The purpose of the 2 1/2 day seminar held in July 1967 was to develop a systematic procedure for evolving long-range research plans in distributive education. The 12 participants included national leaders in distributive education and resource personnel representing educational research and the behavioral sciences. Papers presented in the report include: (1) "Some Problems of Design for Educational Research," and "The Development of a Matrix in Distributive Education Research," by William W. Farquhar, (2) "A Strategy for Psychological Research," and "Planning the Research Program," by William D. Hitt, and (3) "Development of a Research Matrix for Distributive Education," by Neal E. Vivian. (JK)

**ED 035 721** VT 009 808  
**Forgotton, Edward H. Forotton, Judith H.**

**Innovations and Experiments in Uses of Health Manpower—A Study of Selected Programs and Problems in the United Kingdom and the Soviet Union.**

Rand Corp., Santa Monica, Calif.

Pub Date Apr 69

Note—23p.

Available from—Reports Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$1.00)

**EDRS Price MF-\$0.25 HC-\$1.25**

**Descriptors—**\*Foreign Countries, \*Health Occupations, Health Personnel, \*Innovation, \*Job

Development, \*Manpower Development, Manpower Needs, Medical Services, Nurses, Paramedical Occupations, Physicians  
 Identifiers—Feldshers, Soviet Union, United Kingdom

The purpose of the study was to obtain possible insights into the substantive or procedural facets associated with the proposed development in the United States of intermediate health professionals (defined as personnel involved in diagnosis and treatment of disease through direct patient contact who have had less than the professional education of the physician but more than that of the nurse). The authors examined the status of programs in the United Kingdom and the Soviet Union by holding discussions with officials in selected health facilities of these countries. Midwifery and coronary intensive care were studied in the United Kingdom and feldshers and feldsherism in the Soviet Union. It was concluded that neither of the countries provides programmatic or regulatory models that can be applied directly to the development and utilization of intermediate health professionals or medical auxiliaries in the United States. However, selected elements of the medical care systems in the countries studied do provide guidance for regulatory revision. The paper includes an introduction which states the case for the development of intermediate health professionals followed by reports of the findings in each of the two countries studied and conclusions based upon the findings. (JK)

**ED 035 722** VT 009 819  
**Stuessy, Eugene L.**

**An Experiment to Evaluate the Relative Effectiveness of Two Approaches To Teaching College Algebra in Achieving Selected Objectives of College Algebra in Industrial Technology/Curriculum.**

Pub Date May 69

Note—136p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106  
 Document Not Available from EDRS.

**Descriptors—**\*Algebra, Bibliographies, \*College Instruction, \*Comparative Analysis, Curriculum, Doctoral Theses, Industrial Technology, \*Teaching Methods

Two approaches to teaching college algebra were evaluated to determine their effectiveness in achieving the objectives of college algebra in the industrial technology curriculum. The null hypothesis of no significant difference in the effectiveness of the traditional approach to teaching college algebra and an experimental approach was investigated. Sixty-six students were the primary source with 10 of these constituting the entire population of the freshman industrial technology students for whom records were available. Student achievement on a series of examinations and assigned problems, and student written and oral attitudes and comments, were evaluated. The Mann-Whitney U Test and the Spearman Rank Correlation procedure were used for analysis of the data. Conclusions were: (1) The traditional approach was more effective in the development of student abilities with proofs, (2) The experimental approach was more effective in the development of student abilities with derivations, and (3) The two approaches appeared to be essentially equivalent in developing student understanding and skill in algebra. This Ed.D. dissertation was submitted to the Texas A and M University. (GR)

**ED 035 723** VT 009 841  
**Proceedings of Symposium on Paramedical Education and Career Mobility (Evergreen Park, Ill., June 6 and 7, 1968).**

American Association of Junior Colleges, Washington, D.C.; Illinois Regional Medical Program, Chicago.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Jun 68

Note—135p.

**EDRS Price MF-\$0.75 HC-\$6.85**

**Descriptors—**Community Colleges, \*Conference Reports, \*Core Curriculum, Federal Legislation, \*Health Occupations Education, Interdisciplinary Approach, \*Occupational Mobility, \*Paramedical Occupations

The conference focused upon two objectives: (1) exploration of the concepts of core curriculum and career mobility, and (2) examination of

new avenues of approach to problems of health manpower shortages. Speeches presented in the document are: (1) "Career Mobility in the Allied Health Occupations" by Joseph Kadish, (2) "Paramedical Crazy Quilt" by Thomas Hale, (3) "Team Approach to Health Care" by Everett Belote, (4) "Changing Patterns in Education" by Vernon Wilson, (5) "Recent Legislation in Medical Education" by Edward J. Derwinski, (6) "Health Education Centers—Community College View" by Kenneth G. Skaggs, (7) "Core Curriculum and Mobility" by Robert E. Turner, (8) "Role of the American Medical Association in Paramedical Education" by C.H. William Ruhe, and (9) "Role of American Hospital Association in Paramedical Education" by Frederick N. Elliott. A panel discussion, "New Concepts of Health Education" is also presented. (JK)

ED 035 724 08 VT 009 842

Ward, Darrell L. Miller, Aaron J.  
Second National Leadership Development Seminar for State Directors of Vocational Education. Final Report. Leadership Series No. 23. Ohio State Univ., Columbus. Center for Vocational and Technical Education.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No.—BR-7-0158  
Pub Date Nov 69  
Grant—OEG-3-7-000158-2037  
Note—135p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$3.50)

EDRS Price MF-\$0.75 HC-\$6.85

Descriptors—Business Administration, \*Conference Reports, \*Educational Planning, Government Role, Leadership Training, Master Plans, Seminars, Systems Approach, \*Vocational Directors, \*Vocational Education  
Identifiers—Delphi Technique, Program Evaluation and Review Technique Planning

More than 100 state directors and other leaders in vocational and technical education attended the seminar designed to provide assistance to state directors in their leadership role in state-wide planning for vocational and technical education. Papers included in the report are: (1) "Long-Range Planning in Government" by DeMarquis D. Wyatt, (2) "Control Data's Interactive Planning System: Long-Range Planning in Business" by Curtis W. Fritze, (3) "A Caul to Vision: Long-Range Planning in Education" by Ewald B. Nyquist, (4) "Manpower Development—Who Will Have the Responsibility" by Lowell A. Burkett, (5) "Planning Within the Power Structure" by John A. Beaumont, (6) "Political Aspects of Planning" by B. Dean Bowles, (7) "Congressional and Legislative Liaison" by Arthur M. Lee, (8) "Project Planning and Control Through PERT" by Desmond L. Cook, (9) "Planning, Programming and Budgeting Systems" by Joseph F. Malinski, and (10) "The Delphi Technique" by Donald P. Anderson. Sub-group work session reports are also included. (JK)

ED 035 725 VT 009 853

Effecting Attitudinal Changes in Industrial Arts Education. Final Report, Dec. 1968-Oct. 1969. Appalachian State Univ., Boone, N.C.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69  
Grant—OEG-09-430814-2111-725  
Note—83p.

EDRS Price MF-\$0.50 HC-\$4.25

Descriptors—\*Industrial Arts, \*Inservice Education, \*Inservice Programs, \*Pilot Projects, Regional Programs, \*Teacher Attitudes  
Identifiers—\*American Industrial Arts Association

The project was designed to develop the procedures necessary to conduct inservice education programs cooperatively with state associations, based on the belief that classroom teachers (1) are able to plan and conduct inservice education programs designed to improve classroom instruction, and (2) are more receptive to educational change and new ideas when they originate through an educational group they control. The project was conducted in two phases: an initial planning conference of representatives from industrial arts state associations and five regional pilot programs. At the planning conference 21 states presented ideas and plans they felt could

produce significant inservice education in their state. Five were chosen: (1) Technical Competencies—Colorado, (2) Student Involvement—Florida, (3) Classroom Management Competencies—Georgia, (4) Leadership Development Competencies—Oregon, and (5) Curriculum and Professional Competencies—Pennsylvania. Each of the programs is described and evaluated and recommendations are included. (GR)

ED 035 726 VT 009 887

Annual Report on Dental Auxiliary Education, 1967/68. American Dental Association, Chicago, Ill.

Pub Date 68  
Note—24p.  
Available from—American Dental Association, Council on Dental Education, Suite 1814, 211 E. Chicago Avenue, Chicago, Illinois 60611 (no charge)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—Degrees (Titles), \*Dental Assistants, \*Dental Hygienists, \*Dental Technicians, Educational Background, Educational Resources, Enrollment, \*Health Occupations Education, Program Length, \*Statistical Data

Information in tabular form on dental hygiene, dental assisting, and dental laboratory technology programs includes: (1) basic information about the programs, (2) undergraduate enrollment as of October 1967, (3) preadmission training of students, (4) the number and distribution of graduates over the past several years, and (5) admission data on students. For dental hygiene programs, information on undergraduate enrollment for 1960-67 and on distribution of students 1967-68 for the United States and Canada are also included. [Not available in hard copy due to marginal legibility of original document]. (JK)

ED 035 727 VT 009 917

Annotated Bibliography on Inservice Training for Allied Professionals and Nonprofessionals in Community Mental Health. Public Health Service Publication No. 1901.

Public Health Service (DHEW), Washington, D.C. Health Services and Mental Health Administration.  
Pub Date 69

Note—55p.  
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS2.24:M52, \$55)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Clergymen, \*Community Health Services, \*Inservice Education, \*Interdisciplinary Approach, \*Mental Health Programs, Nurses, Physicians, Police, Psychiatric Services, School Psychologists, Social Workers, Special Education Teachers, Teachers, Volunteers

This annotated bibliography presents 169 entries of materials published between 1960 and 1967 classified into the following sections: (1) Physicians—Roles and Continuing Education, (2) Nurses, (3) School Psychologists, (4) Teachers, Special Educators, (5) Clergy, (6) Social Work Technicians, Welfare Workers, (7) Police, (8) Mental Health Workers (Middle-Level), (9) Nonprofessionals, (10) Volunteers, and (11) Urban Agents. A subject index is included. Related inservice training bibliographies pertaining to key professionals in community mental health and staff in residential schools are available as VT 009 916 and VT 009 918. (JK)

ED 035 728 VT 009 918

Annotated Bibliography on Inservice Training in Mental Health for Staff in Residential Institutions. Public Health Service Publication No. 1902.

Public Health Service (DHEW), Washington, D.C. Health Services and Mental Health Administration.

Pub Date 69  
Note—32p.  
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS2.24:M52/2, \$35)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Child Care, \*Inservice Education, \*Mental Health Programs, Psychiatric Aides, Psychiatric Services, \*Residential Care, Volunteers

This annotated bibliography presents 86 entries classified into the following sections: (1) Regional Conferences, (National Institute of Mental Health planning conferences on inservice training held in 1963), (2) Multidiscipline, Multilevel Training, (3) Professionals (administrators, psychiatrists, psychologists, psychiatric nurses), (4) Child Care Workers, (5) Aides, Attendants, Technicians, and (6) Volunteers. A subject index is included. Related inservice training bibliographies pertaining to community mental health key professionals and allied personnel are available as VT 009 916 and VT 009 917. (JK)

ED 035 729 VT 009 920

A Teaching Experiment in the Use of Greenhouse Facilities in Vocational Agriculture.

Pub Date Sep 63  
Note—136p.  
Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Curriculum Evaluation, Doctoral Theses, \*Educational Facilities, \*Experimental Teaching, \*Greenhouses, \*Plant Science, Student Projects, Teaching Methods, \*Vocational Agriculture

Major purposes were to measure the comparative effectiveness of school greenhouses, community greenhouses, and classroom windowsills and a laboratory manual, functional experience, and teacher's own method for learning plant science principles relative to the environmental factors of light, temperature, moisture, aeration, and nutrients. Minor purposes were to discover relationships among the environmental factors of plant growth in the application of knowledge, to discover relationships among the environmental factors of plant growth in the application of knowledge, to discover relationships among kinds of crops in the application of knowledge, and to discover the influences of concurrent enrollment in biology. The 27 Pennsylvania schools in the sample were assigned in a balanced design which included three schools in each kind of facility and teaching method category. A random sample of 10 students was drawn from a vocational agriculture class in each school to provide the data. Findings indicated: total achievement in plant science by students using school greenhouses was greater, the teacher's own method of instruction was least effective in knowledge of greenhouse management and plant science principles instruction, and students enrolled in biology did not show a greater difference from pretest to test scores than students not enrolled in biology. This Ed.D. thesis was submitted to The Pennsylvania State University. (DM)

ED 035 730 VT 009 921

Shontz, David Frank  
An Experiment in Teaching Agricultural Occupations Information to High School Students.

Pub Date Sep 63  
Note—113p.  
Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—\*Agricultural Occupations, Conservation Education, Curriculum Evaluation, Doctoral Theses, \*Experimental Teaching, Grade 9, Grade 10, Group Guidance, \*Natural Resources, \*Occupational Information, \*Teaching Methods, Vocational Agriculture

To compare the educational effectiveness of three methods of teaching agricultural occupations information associated with land use and conservation to Grade 9 and 10 students of vocational agriculture, 424 students in 24 schools in western and central Pennsylvania were selected for an 18-hour instructional experiment. Eight schools were randomly assigned to each of the three teaching methods: integrated method, separate units method, and instructor's own method. Dependent variables measured students' knowledge of agricultural occupations, knowledge of land use and conservation, and occupational interests. A pretest-post-test design was analyzed by analysis of covariance and the correlated t test. Findings indicated that integrated and separate units teaching methods did not differ significantly in student achievement on a test of agricultural occupations and a test of land use and conservation, but both were superior to the instructor's own method. All methods resulted in increases in student scores on expressed interest



in occupations associated with land use and conservation, and the organized instructional units aided effective teaching of agricultural occupations information related to land use and conservation. This Ed.D. thesis was submitted to The Pennsylvania State University. (DM)

**ED 035 731** VT 009 933  
**Allied Health Personnel: A Report on Their Use in the Military Services as a Model for Use in Non-military Health-Care Programs.**

National Academy of Sciences, National Research Council, Washington, D.C.  
Spons Agency—Commonwealth Fund, New York.

Pub Date 69

Note—30p.

Available from—Division of Medical Sciences, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (no charge)

**EDRS Price MF-\$0.25 HC-\$1.60**

Descriptors—\*Armed Forces, Educational Innovation, Health Occupations, Health Occupations Education, \*Health Personnel, \*Health Services, Manpower Utilization, Military Personnel, Occupational Mobility

In March 1968, it was resolved by 18 persons knowledgeable in education, training, and health-care practices in discussion with staff members of the Division of Medical Sciences, that: (1) situations peculiar to the military should be studied, (2) the possibility of simulating such situations in nonmilitary settings should be explored, and (3) education programs and opportunities available to the military man should be examined. In April an ad hoc Committee on Allied Health Personnel consisting of nine persons was appointed, including armed forces liaison representatives. The committee, with staff members of the Division of Medical Sciences, studied military programs and had discussions and correspondence with education-oriented groups and governmental officials. Recommendations deal with reexamining services rendered by health care personnel in civilian life, (2) utilizing of consultants from the armed forces in civilian medicine, (3) experimenting with new categories of supporting health personnel, (4) structuring of career patterns with credit for prior experience and education, (5) focusing of attention upon the civilian use of ex-corpsmen, and (6) appointing state committees to facilitate the use of new categories of personnel. (JK)

**ED 035 732** VT 009 936

Rubin, Leonard, Ed.

**An Annotated Bibliography on the Employment of Disadvantaged Youth, 1960-1966.**

Bureau of Social Science Research, Inc., Washington, D.C.

Pub Date May 69

Note—76p.

Available from—Bureau of Social Science Research, Inc., 1200 17th Street, N.W., Washington, D.C. 20036 (\$2.00)

**EDRS Price MF-\$0.50 HC-\$3.90**

Descriptors—\*Annotated Bibliographies, \*Disadvantaged Youth, Educational Problems, \*Employment Problems, \*Rehabilitation, Training, Vocational Rehabilitation, \*Youth Problems

The bibliography is divided into four parts. Section I provides an overview of the subject of employment and employability. A second section deals with the social, psychological, and educational aspects of employment. Section III surveys social, psychological, and educational rehabilitation and vocational training programs. The last section provides critical observations on policies and programs. A total of 1,500 articles were examined for the bibliography but only 150 were selected. Government documents and books were excluded because of the time and staff restrictions and wide availability. The racial aspects of the problem were not included because of the obvious correlation between race and employment problems. Most of the annotations cover the scope of the article but in some cases where the article is very long the annotation is selective. (BC)

**ED 035 733** VT 009 942

Williams, William A.

**An Accident Prevention Program for School Shops and Laboratories: A Suggested Guide for School Administrators.**

National Safety Council, Chicago, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [66]

Note—254p.

Available from—National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611 (\$6.50)

**EDRS Price MF-\$1.00 HC-\$12.80**

Descriptors—\*Accident Prevention, Bibliographies, Guidelines, Industrial Arts, Laboratory Manuals, \*Laboratory Safety, National Organizations, \*Resource Guides, \*Safety Education, \*School Safety, School Shops

Identifiers—\*National Safety Council

Effective and realistic planning and improvement of the educational environment can prevent accidents and injuries in school shops and laboratories. This guide makes specific recommendations for organizing and administering such a program and suggests methods and techniques for implementing the recommendations. Chapters cover organizing, administering, and implementing an accident prevention program, education and training for accident prevention, and a bibliography of books, pamphlets, booklets, periodical articles, unpublished materials, visual aids, posters and charts, and catalogs and directories. Appended are (1) State Level—Master Plan Format for Accident Prevention in School Shops and Laboratories, (2) Local Level—Master Plan Format for Accident Prevention in School Shops and Laboratories, (3) An Outline for a School Shop Safety Program, (4) Acknowledgement of Safety Instruction and Pledge, (5) Sources of Helpful National Organizations, (6) Model School Eye Safety Law, (7) Job Safety Analysis—Work Sheet, and (8) National Standard School Shop Safety Inspection List. (GR)

**ED 035 734** VT 010 017

**The Allied Medical Development Project, Forest Park Community College. Final Report.**

Saint Louis Junior Coll. District, Mo.

Spons Agency—Kellogg (W.K.) Foundation, Battle Creek, Mich.

Pub Date 68

Note—71p.

**EDRS Price MF-\$0.50 HC-\$3.65**

Descriptors—Advisory Committees, Chemical Technicians, Clinical Experience, \*Community Colleges, Curriculum, Dental Assistants, Dental Hygienists, Dental Technicians, \*Health Occupations Education, Medical Assistants, Medical Laboratory Assistants, Physical Facilities, \*Program Development, Program Evaluation, \*Program Guides, Questionnaires, Radiologic Technologists

Identifiers—Forest Park Community College, Missouri, Saint Louis County

The Allied Medical Development Project was conceived to determine the role of the St. Louis-St. Louis County Junior College District in the education of personnel for allied medical careers in the St. Louis area. The underlying assumption was that the development of needed programs on a sound basis in the St. Louis area would result in general concepts valuable to community colleges in other urban areas seeking to develop courses of study in the health field. During the investigative year, information was collected from representatives of health service facilities through interviews, questionnaires, and reviews of pertinent literature. During the second year, the data were analyzed, programs selected, and curriculums developed. During the third year, the major emphasis was upon implementation of the six selected programs, and a survey was carried out to determine what allied medical personnel were utilized by private practitioners of medicine, dentistry, and optometry. Other sections of the document deal with core curriculum, liaison with local and national organizations, student evaluation of programs, clinic affiliation, and specialized on-campus facilities. Appended are: (1) curriculums already developed and implemented, (2) tentative curriculums for future implementation, and (3) general academic requirements. (JK)

**ED 035 735** VT 010 022

Ridley, Agnes Fenster

**Gainful Employment in Home Economics, Phase II: Seminar on Gainful Employment in Home Economics, July 1, 1967—June 30, 1968.**

Florida State Univ., Tallahassee.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date Jun 68

Note—217p.

**EDRS Price MF-\$1.00 HC-\$10.95**

Descriptors—\*Administrator Attitudes, Changing Attitudes, Home Economics Teachers, \*Inservice Education, \*Occupational Home Economics, Program Improvement, Questionnaires, \*Seminars, State Supervisors, \*Teacher Attitudes

Identifiers—\*Florida

Phase II of this three-phase study was a seminar held to inform teachers of information obtained in Phase I, a survey of 483 Florida businesses. During the course of the seminar 59 home economics teachers and supervisors participated in 3 weeks of intensive in-service education. Pre- and post-tests were made of participants' knowledge, attitudes, and involvement in occupational home economics. The texts of 22 presentations made by the seminar faculty and questionnaires used in the seminar are appended. Phases I and III are available as VT 002 431 and VT 010 023, respectively. (CH)

**ED 035 736** VT 010 023

Ridley, Agnes Fenster

**Gainful Employment in Home Economics, Phase III: Off-Campus Class on Gainful Employment and Production of Five State Curriculum Guides, July 1, 1968—June 30, 1969.**

Florida State Univ., Tallahassee.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date Jun 69

Note—102p.

**EDRS Price MF-\$0.50 HC-\$5.20**

Descriptors—Course Descriptions, Home Economics Teachers, \*Inservice Education, \*Occupational Home Economics, \*Special Classes, \*State Curriculum Guides, \*Summer Workshops

Identifiers—\*Florida

The last phase of this three-phase study involved an off-campus inservice education class for home economics teachers and a summer workshop. The class was conducted in four locations within the state, and enrolled 58 persons including county home economics supervisors, vocational supervisors, and home economics teachers. Course requirements were made relevant to the individual participant and to his work setting. The major product of the summer workshop was five curriculum guides: (1) Child Care Services, (2) Clothing and Textile Services, (3) Institutional Food Services, (4) Homemaker Services, and (5) Orientation to the World of Work. The guides are not included in this report; however, copies are available through the State Department of Education. A course outline for the off-campus class, questionnaires, and other supplementary materials are appended. Phases I and II are available as VT 002 431 and VT 010 022, respectively. (CH)

**ED 035 737** VT 010 058

**Annual Report on Dental Auxiliary Education, 1968/69.**

American Dental Association, Chicago, Ill.

Pub Date 69

Note—16p.

**EDRS Price MF-\$0.25 HC Not Available from EDRS.**

Descriptors—Degrees (Titles), \*Dental Assistants, \*Dental Hygienists, \*Dental Technicians, Educational Background, Educational Resources, Enrollment, \*Health Occupations Education, Program Length, \*Statistical Data

Information in tabular form on dental hygiene, dental assisting, and dentist laboratory technology programs includes: (1) basic information about the programs, (2) preadmission training of students, and (3) admission data on students. For dental hygiene programs, information on undergraduate enrollment as of October 15, 1968 and distribution of undergraduate students 1968-69 for the United States and Canada are also included. The introduction presents additional statistics for 1962 and 1968 and points up some important statistics: (1) 85 schools offered dental hygiene programs in the United States in 1968 (a 21 percent increase) to 5,187 students (a 20 percent increase), and most commonly awarded the associate degree, (2) There were 134 dental assisting programs in 1968 (a 33 percent increase) and a student enrollment of 4,475 (a 17 percent increase), (3) Programs varied in length from 27 weeks to 80 weeks with 55 percent of the programs approximating one academic year, and (4) The number of schools offering dental laboratory technology programs increased from



15 to 19 between 1967 and 1968 and enrollment increased 10 percent for a total of 803. [Not available in hard copy due to marginal legibility of original document.] (JK)

**ED 035 738** VT 010 065  
**Films on Jobs, Training, and the Ghetto; An Evaluative Guide.**

American Foundation on Automation and Employment, Inc., New York, N.Y.

Pub Date 69

Note—50p.

Available from—American Foundation on Automation and Employment, Inc., 280 Park Avenue, New York, New York 10017 (\$4.50)

**Document Not Available from EDRS.**

Descriptors—\*Films, \*Ghetos, \*Guides, \*Jobs, \*Questionnaires, \*Training

Identifiers—\*Job Film Fair

This 47-page evaluative guide to films on jobs, training, and the ghetto was prepared at the first International Job Film Fair. The Fair was held in New York City, May 21-22, 1969, and was sponsored by the American Foundation on Automation and Employment. Films were obtained through a variety of film, industrial, and educational media. The panel members who reviewed the films represented the business community, labor unions, government agencies, education, civil rights, community and public affairs organizations, the film industry, and job training organizations. Each film was evaluated by means of a questionnaire form filled out by panel members, designed to find out how well the film fulfilled its goal, the type of language used, technical quality, audience appeal, and creativity. The films are listed in alphabetical order and information about time, type of film, producer, distributor, and retail and purchase price are included. An alphabetical guide to producers and distributors is appended. (BC)

**ED 035 739** VT 010 066  
**Work Experience of Certified Laboratory Assistants.**

National Committee for Careers in Medical Technology, Washington, D.C.; National Council on Medical Technology Education, Bethesda, Md.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Jan 69

Note—26p.

Available from—National Council on Medical Technology Education, 9650 Rockville Pike, Bethesda, Maryland 20014 (no charge)

**EDRS Price MF-\$0.25 HC-\$1.40**

Descriptors—\*Certification, \*Educational Needs, \*Health Occupations, \*Health Occupations Education, \*Job Analysis, \*Medical Laboratory Assistants, \*Questionnaires, \*Surveys

Questionnaires concerning the nature of work performed and the work setting, plans for continuing formal education, and opinions regarding the relevancy of training received were sent to all individuals (3,282) certified by the Board of Certified Laboratory Assistants (CLA's) since certification began in 1965. Some findings from the 970 returned questionnaires were: (1) There was wide divergence in the utilization of CLAs; duties reach such unexpected areas as teaching, supervision, and X-ray and radioisotope work, (2) A surprising amount of independent operation was reported; 10 were in charge of their laboratories and a considerable number received only minimum supervision, (3) CLA training as outlined in the "Guide Book for Approved Schools of Certified Laboratory Assistants" was generally considered at least adequate, (4) The interest in continuing education was high, and (5) Some personnel who had studied and worked in the armed forces had evidently received a longer period of training than graduates of Certified Laboratory Assistant schools and wanted responsibility above the level of the CLA. (JK)

**ED 035 740** VT 010 084  
**Selected Listing of Federal and Non-Federal Programs Relating to Allied Health.**

Public Health Service (DHEW), Washington, D.C. Health Services and Mental Health Administration.

Pub Date 1 Apr 69

Note—71p.

**EDRS Price MF-\$0.50 HC-\$3.65**

Descriptors—\*Directories, \*Federal Programs, \*Financial Support, \*Health Occupations Education, \*Voluntary Agencies

In its February 1969 meeting, the National Advisory Council for Regional Medical Programs reaffirmed its position on recruitment and basic education—that Regional Medical Program funding is not to be used to replace existing sources of support and that other sources should be explored first. Therefore the Continuing Education and Training Branch of the Allied Health Section prepared this listing of resources for allied health education programs. Federal programs described include those of: (1) The Department of Health, Education, and Welfare, covering the National Institutes of Health, the Health Services and Mental Health Administration, Consumer Protection and Environmental Control, Social and Rehabilitation Service, and the Office of Education; (2) the Department of Labor; (3) the Department of Commerce; and (4) the Office of Economic Opportunity. The programs of 13 non-federal organizations are described, including information facilitating contact. Programs are indexed according to level of training and profession. Appended are listings of practitioner associations; regional offices of the Department of Health, Education, and Welfare, the Department of Labor, and the Office of Economic Opportunity; State agencies for vocational rehabilitation and State official responsible for supervision of health occupations education. (JK)

**ED 035 741** VT 010 086  
**Technical Report on Occupations in Numerically Controlled Metal-Cutting Machining.**

Manpower Administration (DOL), Washington, D.C. U.S. Employment Service.

Pub Date 68

Note—95p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L7.2:M56, \$0.45)

**EDRS Price MF-\$0.50 HC Not Available from EDRS.**

Descriptors—\*Automation, \*Bibliographies, \*Evaluation, \*Glossaries, \*Manpower Development, \*Metal Working Occupations, \*Numerical Control, \*Occupational Information

Identifiers—\*Metal Cutting Machines

At the present time, only 5 percent of the short-run metal-cutting machining in the United States is done by numerically controlled machined tools, but within the next decade it is expected to increase by 50 percent. Numerically controlled machines use taped data which is changed into instructions and directs the machine to do certain steps automatically and then test its own performance. This report compares requirements for operators of numerically controlled machines with conventional machines in terms of training, experience, aptitudes, interests, temperaments, physical demands, and working conditions, and discusses the implications of automatic drafting machines, digitizing machines, computer programming, manual parts programming, tool design and presetting, and program, tooling, and tape testing for the industry. The second part of the study provides job descriptions for department planning, part programming, tool presetting, electronics maintenance, and 3 categories of operators which include job machine boring, milling machine, and vertical turret lathe operators. A glossary of terms and a bibliography are appended. (BC)

**ED 035 742** VT 010 116  
**Thompson, John F.**

**Pilot Programs in Vocational Agriculture. Report No. 2, Characteristics of Students Enrolled in Wisconsin Vocational Agriculture Pilot Programs, 1968-1969.**

Wisconsin Univ., Madison. Dept. of Agricultural and Extension Education.

Pub Date 69

Note—37p.

**EDRS Price MF-\$0.25 HC-\$1.95**

Descriptors—\*Career Choice, \*Career Planning, \*Job Skills, \*Occupational Aspiration, \*Pilot Projects, \*Program Evaluation, \*Student Characteristics, \*Student Enrollment, \*Vocational Agriculture, \*Vocational Aptitude, \*Vocational Interests

Identifiers—\*Wisconsin

Data on student characteristics, student attitudes, career plans, occupational aspirations and expectations, vocational maturity, interests, skills, and aptitudes were obtained for 205 students enrolled in 10 Wisconsin vocational agriculture pilot programs. A formative evaluation yielded the following major conclusions: (1) The pilot

programs attracted students with non-farm backgrounds, (2) The pilot program did not employ the traditional 4-year sequence of courses in agriculture, (3) Non-farm students enrolled in the courses with very little prior occupational experience, (4) Students enrolled on an elective basis and for exploratory reasons, (5) Previous occupational experience affected career plans, (6) Residence affected career plans, (7) Students with a farm background and previous occupational experience may possess more vocational maturity than students without such experiences, (8) The students viewed themselves as possessing high interest, skill, and aptitude in outdoor and mechanical vocations, (9) Vocational agriculture enrollment in seven of the nine pilot schools increased in excess of the male population of the school, and (10) The ninth grade students of the pilot program schools had recorded IQ scores in the normal or average range but had achieved below average academically. (DM)

**ED 035 743** VT 010 119  
**A Guide to the Development of Vocational Education Programs and Services for the Disadvantaged.**

National Committee on Employment of Youth, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 69

Note—33p.

**EDRS Price MF-\$0.25 HC-\$1.75**

Descriptors—\*Bibliographies, \*Community Involvement, \*Counseling Services, \*Curriculum Development, \*Disadvantaged Youth, \*Employers, \*Federal Legislation, \*Instructional Programs, \*Labor Unions, \*Program Improvement, \*Systems Approach, \*Vocational Education

Identifiers—\*Vocational Education Amendments of 1968

The Vocational Education Amendments of 1968 call for important changes of emphasis in American education. Specifically, the law requires that at least 15 percent of the basic Federal allotment to vocational education be used only for disadvantaged persons. In this context, a national workshop on vocational education for the disadvantaged was convened and resulted in this guide, which is intended to aid vocational educators in developing and conducting successful vocational education programs and services for the disadvantaged. The content of the guide is a refinement of papers presented at the national workshop and includes the following topics: Curriculum Development, Teaching the Disadvantaged, New Counseling Functions and Supportive Services, Working With Employers and Unions, Involving the Community, Towards An Instructional System, and Vocational Education—A Developmental Perspective. Selective vocational programs for disadvantaged students, excerpts from the legislation and a bibliography are appended. (CH)

**ED 035 744** VT 010 131  
**Larson, Milton E. Crain, William**

**Utilization of Competency Examinations in Vocational and Technical Education.**

Colorado State Univ., Ft. Collins.

Spons Agency—Colorado Research Coordinating Unit, Fort Collins.

Pub Date May 69

Note—33p.

**EDRS Price MF-\$0.25 HC-\$1.75**

Descriptors—\*College Credits, \*Equivalency Tests, \*National Surveys, \*Occupational Tests, \*Questionnaires, \*Teacher Certification, \*Vocational Education Teachers, \*Work Experience

Identifiers—\*Colorado

To assist Colorado in evaluating certification requirements, the study sought information about the utilization of competency examinations and the means by which certification is attained in the technical, trade and industrial, and business and office education services. Questionnaires were sent to the State Directors of Vocational Education in the 54 states and territories and to the individuals in charge of competency examinations in the 16 states which use such examinations. Ninety-eight percent of the questionnaires sent to directors and 89 percent of the questionnaires sent to the individuals in charge of competency examinations were returned. Some findings were: (1) 16 states administer competency examinations—all in trade and industrial, 12 in technical, two in business and office, and one in distributive

education, (2) Five states have discontinued use of these examinations while seven others plan to begin their use, (3) Competency examinations were used for allowing college credit by 12 states and for credentialing by eight states, (4) Updating, developing, and scheduling were problems encountered, and (5) Only two respondents indicated that examination scores and years of experience were equated for certification purposes. Extensive additional data is presented in tabular form. (JK)

ED 035 745 VT 010 137

Larson, Milton E. Blake, Duane L.

**Vocational Education, The Bridge Between Man and His Work.**

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 69

Note—114p.; Report based on a Citizens Conference (Colorado State Univ., Ft. Collins, Oct. 3-4, 1968)

EDRS Price MF-\$0.50 HC-\$5.80

Descriptors—\*Conference Reports, Federal Legislation, Manpower Development, Occupational Guidance, School Industry Relationship, Speeches, \*Vocational Education, Work Experience Programs

Identifiers—"Citizens Conference On Man Education and Work, Colorado State University, Wisconsin University

This conference was one of six regional meetings on implications of current proposals on vocational education for industry, education, and legislation sponsored by the University of Wisconsin Center for Studies in Vocational and Technical Education. Approximately 209 persons, mostly educators, attended. Presentations included in the document are: (1) "Foundations for Vocational Education," by Melvin L. Barlow, (2) "Educational Programs to Cope With Manpower Problems," by Rupert N. Evans, (3) "Industry and Business Bridging the Gaps in the Preparation of Youth," by Samuel M. Burt, (4) "Bridging: Yesterday, Today, and Tomorrow," by Byrl R. Shoemaker, (5) "Development and Use of Human Capital," by A. Ray Chamberlain, (6) "The Road Ahead for Vocational Education," by John F. Jennings, and (7) "Summary and Evaluation," by Malcolm Hunt. Appended is a report by the conference director in which group discussions are summarized. (JK)

ED 035 746 VT 010 138

Larson, Milton E.

**Review and Synthesis of Research: Analysis for Curriculum Development in Vocational Education. Research Series No. 46.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date Oct 69

Note—82p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenney Road, Columbus, Ohio 43210

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors—Bibliographies, Computers, \*Curriculum Development, \*Job Analysis, \*Literature Reviews, Occupational Clusters, Research Reviews (Publications), Systems Analysis, Systems Approach, Task Analysis, \*Vocational Education

This "state of the art" paper is intended to provide researchers, curriculum development specialists, and practitioners with an authoritative analysis of the literature in the field. Major sections include: (1) Background and Structure, (2) Resource Materials, (3) Sources of Content Information for Analysis, (4) Types and Techniques of Analysis, (5) Translating Content into Courses of Study, (6) Building Curriculum from Analysis, (7) Systems Approach to Building Vocational Curriculum, and (8) Trends and New Directions. It was concluded that more serious considerations must be given to: (1) increasing the use of analysis as the foundation for vocational curriculums, (2) codifying and defining terms used, (3) developing common understandings of effective processes of analysis, and (4) accepting procedures found to be functional by other vocational services. A suggested approach to providing validated vocational curriculums would be the establishment of a center(s) for the unique purpose of curriculum building. Such a center would need: (1) a competent staff with command of the

total process of analysis and curriculum building, (2) hardware, including computers and software, and (3) effective dissemination methods. (JK)

ED 035 747 08 VT 010 139

**Laboratory Manual (For Concrete Instruction Course); Instructor's Guide, Pilot Program Edition.**

Portland Cement Association, Cleveland, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0042

Pub Date 69

Grant—OEG-0-8-080042-3667(085)

Note—641p.

Available from—Portland Cement Association, 601 Rockwell Avenue, Cleveland, Ohio 44114

Document Not Available from EDRS.

Descriptors—\*Cement Industry, Educational Programs, Instructional Materials, Instructional Programs, \*Pilot Projects, Post Secondary Education, Teaching Guides, \*Technical Education, \*Trade and Industrial Education

Identifiers—Portland Cement Association

This laboratory manual, prepared for a 2-year program in junior colleges and technical institutes, is designed to accompany the instructional materials to train persons for employment as technicians in the cement and concrete industries. Included are 16 laboratory assignments for each of the following: (1) Principles of Concrete, (2) Concrete in the Field-I, (3) Concrete in the Field-II, and Special Concretes and Field Problems. ASTM Standards related to the use of cement and concrete, and laboratory equipment lists are appended. This manual and related materials are currently being field tested prior to revision and should be available in revised form by late 1972. Related documents are available as VT 010 140-VT 010 141 and VT 010 150-VT 010 152. (GR)

ED 035 748 08 VT 010 140

**Concrete in the Field-I; Instructor's Guide; Pilot Program Edition**

Portland Cement Association, Cleveland, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0042

Pub Date 69

Grant—OEG-0-8-080042-3667(085)

Note—597p.

Available from—Portland Cement Association, 601 Rockwell Avenue, Cleveland, Ohio 44114

Document Not Available from EDRS.

Descriptors—\*Cement Industry, Educational Programs, Instructional Materials, \*Pilot Projects, Post Secondary Education, \*Teaching Guides, \*Technical Education, \*Trade and Industrial Education

Identifiers—Portland Cement Association

This guide, prepared for a 2-year course in junior colleges and technical institutes, is designed to be a national program to train persons for employment as technicians in the cement and concrete industries. Included are 48 session outlines divided into five units of study. Each unit contains objectives, outlines, related information, and illustrations. Unit 5 includes Introduction, and Handling of Concrete-Transporting and Concrete-Placing. Unit 6 includes Tools and Equipment for Finishing Concrete, Finishing of Concrete, and Review and Mid-Term Exam (not supplied). Unit 7 includes Jointing of Concrete and Volume Changes and Crack Control. Unit 8 includes Soil-Cement. Unit 9 includes Fire Resistance of Concrete and Review and Final Exam (not supplied). Each session includes general objectives, performance objectives, introduction, overview of session, session outline, related activities, tools and materials, presentation outline, teaching techniques, aids and devices, related information, and discussion questions. A glossary is appended. This guide and related documents (VT 010 139 and VT 010 141 and VT 010 150-VT 010 152) are currently being field tested prior to revision and should be available in revised form by late 1972. (GR)

ED 035 749 08 VT 010 141

**Concrete in the Field-II; Instructor's Guide; Pilot Program Edition.**

Portland Cement Association, Cleveland, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0042

Pub Date 69

Grant—OEG-0-8-080042-3667(085)

Note—681p.

Available from—Portland Cement Association, 601 Rockwell Avenue, Cleveland, Ohio 44114

Document Not Available from EDRS.

Descriptors—\*Cement Industry, Educational Programs, Instructional Materials, \*Pilot Projects, Post Secondary Education, \*Teaching Guides, \*Technical Education, \*Trade and Industrial Education

Identifiers—Portland Cement Association

This guide, prepared for a 2-year course in junior colleges and technical institutes, is designed to be a national program to train persons for employment as technicians in the cement and concrete industries. Included are 48 session outlines divided into six units of study. Each unit contains objectives, outline, related information, and illustrations. Unit 10 includes Introduction and Curing of Concrete. Unit 11 includes Hot and Cold-Weather Concreting. Unit 12 includes Forms for Concrete and Review and Mid-Term Exam (not supplied). Unit 13 covers Requirements for Reinforced Concrete. Unit 14 includes Prestressed and Precast Concrete. Unit 15 includes Estimating and Review and Final Exam (not supplied). Each session includes the general objectives, performance objectives, introduction, overview of session, session outline, related activities, tools and materials, presentation outline, teaching techniques, aids and devices, related information, and discussion questions. A glossary is appended. This guide and related documents (VT 010 139 and VT 010 140 and VT 010 150-VT 010 152) are currently being field tested prior to revision and should be available in revised form by late 1972. (GR)

ED 035 750 VT 010 147

Lecznar, W. B. And Others

**Vocational-Technical Education: New Horizons: A Symposium Presented at the Meeting of the American Personnel and Guidance Association (Las Vegas, Nevada, April 2, 1969).**

Pub Date 2 Apr 69

Note—77p.

EDRS Price MF-\$0.50 HC-\$3.95

Descriptors—\*Counseling Programs, Counselor Functions, \*Curriculum Development, Developmental Guidance, Educational Trends, \*Occupational Guidance, Occupational Information, \*Psychological Testing, Vocational Counseling, \*Vocational Education

This symposium focused on curricular developments and trends, prediction models and inputs from psychological testing, a developmental counseling program within a 2-year technical institute, and their implications for vocational-technical education. Four papers were presented: (1) "Recent Developments and Trends in Vocational-Technical Education and Curriculum," by Edward J. Morrison, (2) "Testing for Vocational-Technical Training Programs," by Lonnie D. Valentine, Jr., (3) "Inputs to Vocational-Technical Education from Occupational Research," by Raymond E. Christal, and (4) "What Can Happen When There Are Enough Counselors: One Approach at a Two-Year Technical Institute," by Francis D. Harding. W. Wesley Tennyson presented a summary statement and integration of the implications for counseling practice and counselor education. (CH)

ED 035 751 08 VT 010 150

**Principles of Concrete, Instructor's Manual; Pilot Program Edition.**

Portland Cement Association, Cleveland, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0042

Pub Date 69

Grant—OEG-0-8-080042-3667(085)

Note—630p.

Available from—Portland Cement Association, 601 Rockwell Avenue, Cleveland, Ohio 44114

Document Not Available from EDRS.

Descriptors—\*Cement Industry, Educational Programs, Instructional Materials, \*Pilot Projects, Post Secondary Education, \*Teaching Guides, \*Technical Education, \*Trade and Industrial Education

Identifiers—Portland Cement Association

This guide, prepared for a 2-year course in junior colleges and technical institutes, is designed to be a national program to train persons for employment as technicians in the cement and concrete industries. Included are 48 session outlines divided into four units of study. Each unit contains objectives, outline, related information,



and illustrations. Unit 1 includes Introduction, Job Opportunities, History of Cement and Concrete Industries, and Uses of Concrete and Concrete Products. Unit 2 includes Materials for Concrete-Cement, Water, and Aggregates, Air-Entrained Concrete, Review and Mid-Term Exam (not supplied), and Materials for Concrete-Admixtures. Unit 3 covers Essentials of Concrete. Unit 4 includes Design of Concrete Mixtures, Batching and Mixing Concrete, and Review and Final Exam (not supplied). Each session includes the general objectives, performance objectives, introduction, overview of the session, session outline, related activities, tools and materials, presentation outline, teaching techniques, aids and devices, related information, and discussion questions. This guide and related documents (VT 010 139-VT 010 141 and VT 010 151-VT 010 152) are currently being field tested prior to revision and should be available in revised form by late 1972. (GR)

**ED 035 752** 08 VT 010 151  
Quality Assurance; Instructor's Guide; Pilot Program Edition.

Portland Cement Association, Cleveland, Ohio.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No—BR-8-0042  
Pub Date 69  
Grant—OEG-0-8-080042-3667(085)  
Note—260p.

Available from—Portland Cement Association, 601 Rockwell Avenue, Cleveland, Ohio 44114  
Document Not Available from EDRS.

Descriptors—\*Cement Industry, Educational Programs, Instructional Materials, \*Pilot Projects, Post Secondary Education, \*Teaching Guides, \*Technical Education, \*Trade and Industrial Education

Identifiers—Portland Cement Association

This guide, prepared for a 2-year program in junior colleges and technical institutes, is designed to train persons for employment as technicians in the cement and concrete industries. Included are 32 session outlines divided into seven units of study. Each unit contains objectives, a subject outline, related information, and illustrations. Unit 20 contains Introduction and Scope of Quality Assurance. Unit 21 contains Standards, Specifications and Test Methods. Unit 22 contains Collection and Preparation of Data, and Statistical Analysis of Data. Unit 23 contains Inspection and Testing of Materials and Review and Mid-Term Exam (not supplied). Unit 24 contains Job-Site and Before Concreting Inspection. Unit 25 contains Inspection During Concreting-Plastic Concrete. Unit 26 contains Inspection After Concreting-Hardened Concrete, and Review and Final Exam (not supplied). A glossary is appended. This guide and related materials (VT 010 139-VT 010 141 and VT 010 150-VT 010 152) are currently being field tested prior to revision and should be available in revised form by late 1972. (GR)

**ED 035 753** 08 VT 010 152  
Special Concretes and Field Problems; Instructor's Guide; Pilot Program Edition.

Portland Cement Association, Cleveland, Ohio.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No—BR-8-0042  
Pub Date 69  
Grant—OEG-0-8-080042-3667(085)  
Note—650p.

Available from—Portland Cement Association, 601 Rockwell Avenue, Cleveland, Ohio 44114  
Document Not Available from EDRS.

Descriptors—\*Cement Industry, Educational Programs, Instructional Materials, \*Pilot Projects, Post Secondary Education, \*Teaching Guides, \*Technical Education, \*Trade and Industrial Education

Identifiers—Portland Cement Association

This guide, prepared for a 2-year program in junior colleges and technical institutes, is designed for a national program to train persons for employment as technicians in the cement and concrete industries. Included are 48 session outlines divided into four units of study. Each unit contains session objectives and outlines, presentation outlines, related information, and illustrations. Unit 16 contains Introduction, The Lightweight Concrete Spectrum, Insulating Concretes, Structural Lightweight Concrete, Heavyweight Concrete, and Decorative Concrete.

Unit 17 contains Non-Plastic Mixes, Concrete Masonry-Manufacture, Concrete Masonry-Construction and Mortars, Review and Midterm Exam (not supplied), Concrete Pipe-Manufacture, and Concrete Pipe-Construction. Unit 18 contains Analyzing Concrete Field Problems. Unit 19 contains Legal Aspects of Concrete Construction, and Review and Final Exam (not supplied). A glossary is appended. This guide and related materials (VT 010 139-VT 010 141 and VT 010 150-VT 010 151) are currently being field tested prior to revision and should be available in revised form by late 1972. (GR)

**ED 035 754** 08 VT 010 156

Grant, J. Douglas And Others

Develop New Careers Ladders, With Appropriate Education Components, In the Administration of Justice, Technical Report.

New Careers Development Organization, Oakland, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No—BR-8-0715

Pub Date 18 Sep 69

Grant—OEG-0-8-080715-4645(085)

Note—115p.

**EDRS Price MF-\$0.50 HC-\$5.85**

Descriptors—Career Planning, \*Correctional Rehabilitation, \*Educational Needs, \*Law Enforcement, \*Occupational Mobility, \*Task Analysis, Vocational Development

Identifiers—New Careers

This is a report of the first of three phases of a project to develop an education component for new careers within the Administration of Justice field. During this phase, four agencies agreed to participate: the Los Angeles County Probation Department, the Alameda County Probation Department, and the California State Departments of Corrections and Youth Authority. The primary accomplishment was the establishment of career ladders within the participating agencies with breakdowns by specific tasks of required knowledge and skills. There was an assessment of the climate of each agency for developing the necessary innovations, and program trends for the future were analyzed. Methodology included the use of a study group for each agency composed of three agency professionals, three preprofessionals (new careerists), and three clients of the system. (JK)

**ED 035 755** VT 010 162

Walter-Waltress; A Suggested Guide for a Training Course.

Office of Education (DHEW), Washington, D.C.  
Div. of Manpower Development and Training.  
Report No—OE-87046

Pub Date 69

Note—56p.

**EDRS Price MF-\$0.25 HC-\$2.90**

Descriptors—\*Curriculum Guides, \*Food Service Industry, \*Food Service Occupations, Occupational Home Economics, \*Resource Materials, \*Trade and Industrial Education

This guide was developed for the Division of Manpower Development and Training to serve as a reference for school administrators and teachers in preparing trainees for employment in the food service industry. Contents include: (1) brief background information, (2) nine course units, (3) material on teaching the course, (4) bibliography, (5) visual aids, and (6) appendixes. Course units covering 120 hours of instruction are provided for: (1) Orientation, (2) Mechanics of Service, (3) Table Clearing Services, (4) Menu and Ordering Service, (5) Preparation and Presentation of Guest Check, (6) Basic English, (7) Business Arithmetic, (8) Safety and Sanitation, and (9) Duties and Working. Each unit gives training time, course objectives, and course outline, with some also providing supplemental training materials, references, visual aids, and suggested activities. Some areas covered in the appendixes are: (1) supplies and equipment, (2) cafeteria and luncheonette service, (3) menus, (4) table service, (5) cashier, headwaiter, and hostess duties, (6) proper grooming, (7) sample tests and reviews, (8) suggested evaluation material for dining room employees, and (9) teaching effectiveness. The training guide is illustrated with photographs, diagrams, and drawings. (AW)

**ED 035 756**

McGivney, Joseph H. Nelson, William C. VT 010 164

Program, Planning, Budgeting Systems for Educators. Volume III: An Annotated Bibliography. Final Report. Bibliography Series No. 3.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Dec 69

Grant—OEG-3-7-000158-2037

Note—57p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210

**EDRS Price MF-\$0.25 HC-\$2.95**

Descriptors—\*Annotated Bibliographies, \*Program Budgeting, \*Program Planning, \*Systems Approach, \*Vocational Education

Identifiers—PPBS, \*Program Planning Budgeting Systems

This annotated bibliography is composed of 70 citations relevant for Program, Planning, Budgeting Systems (PPBS) and ranging in date from 1962 to 1969 but emphasizing the 1965 to 1968 period. Listings are arranged alphabetically according to author under the general divisions: Overview of PPBS, Systems and Administrative Theory, The Planning Process, Program Budgeting and Management Control, Identification and Analysis of Investment Alternatives, Education and Economics, Data and Statistical Analysis, and Limitations of PPBS. An author index is included. Volumes I, An Instructional Outline and II, A Case Problem are available as ED 032 417 and ED 032 418 respectively. (CH)

**ED 035 757** 08 VT 010 165

Activities of the Nebraska Research Coordinating Unit for Vocational Education. Final Report.

Nebraska Occupational Needs Research Coordinating Unit, Lincoln.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-3032

Pub Date Nov 69

Grant—OEG-3-7-063032-1620

Note—25p.

**EDRS Price MF-\$0.25 HC-\$1.35**

Descriptors—\*Educational Research, \*Occupational Information, \*Program Descriptions, \*Research Coordinating Units, Research Projects, \*State Programs, Vocational Education

Identifiers—\*Nebraska

This final report of the Nebraska Research Coordinating Unit for Vocational Education summarizes the activities covered from December 1, 1966 through August 31, 1969. Included in the report are: (1) major activities during the period, (2) problems, (3) significant findings and events, (4) dissemination activities, (5) capital equipment acquisitions, (6) data collection, (7) staff utilization, (8) future activities planned for the next reporting period, and (9) certification. (GR)

**ED 035 758** VT 010 187

Manpower Aspects of Recent Economic Developments in Europe.

International Labour Office, Geneva (Switzerland).

Pub Date 69

Note—177p.

Available from—International Labour Office, Sales Section, 1211 Geneva 22, Switzerland

**EDRS Price MF-\$0.75 HC-\$8.95**

Descriptors—\*Economics, Education, Employment, Females, \*Foreign Countries, Labor Force, \*Manpower Development, Migration Patterns, Older Adults, Physically Handicapped, Policy, \*Surveys, Training

Identifiers—\*Europe

This book examined economic growth and manpower policy and developments in Europe. Chapter I presents statistical data on labor force growth, trends in unemployment, occupational structure, and technological change for 1950-65 and made projections for 1965-80. The second chapter is an analysis of the relationship of manpower policy to general economic and social policy, while Chapter 3 studied the adaptability of the labor force in terms of labor and geographic mobility. Employment goals for regional development policy, international migration (including the brain drain) and changes taking place in education and vocational orientation and training, and special categories of workers as women, the



disabled, and older adults are discussed in later chapters. (BC)

**ED 035 759** VT 010 189  
Hein, Edward C.

An Evaluation of the Preparation of the Industrial Arts Teacher Education Graduates at Colorado State University, 1957 through 1967.

Pub Date 69

Note—227p.

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Bibliographies, Counseling, \*Curriculum Development, Doctoral Theses, \*Graduate Surveys, \*Industrial Arts, \*Teacher Education, Teachers

A questionnaire sent to 128 former industrial arts majors of Colorado State University was constructed to gather information about graduates for more effective counseling of future students and opinions concerning (1) proposed changes in the curriculum offerings for nonteaching or technical education programs, and (2) the effectiveness of their past programs. The conclusions were: (1) Industrial arts majors are typical of all other entering students, (2) Nearly one-half of all the entering students are transfer students, (3) Approximately one-third of the graduates were not teaching or had dropped out of teaching, (4) Salaries of those employed by industry are generally no higher than teacher salaries, (5) Almost one-half of the 99 (77.34 percent) who responded to the questionnaire had obtained a second higher degree, (6) Fewer graduates in this study were required to teach courses outside their major than were indicated in previous studies, (7) Sponsoring extracurricular activities and shop maintenance appeared unchanged from previous studies, and (8) Woodworking and drawing remain the two most popular courses taken in college. This Ed.D. thesis was submitted to Colorado State College. (GR)

**ED 035 760** 08 VT 010 204

Stevenson, William W.

Research Coordinating Unit for Vocational Education in Oklahoma. Final Report, December 1, 1966-August 31, 1969.

Oklahoma Vocational Research Coordinating Unit, Stillwater.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-3018

Pub Date Sep 69

Grant—OEG-4-7-063018-1597

Note—71p.

**EDRS Price MF-\$0.50 HC-\$3.65**

Descriptors—\*Educational Research, \*Occupational Information, \*Program Descriptions, Research Coordinating Units, Research Projects, \*State Programs, \*Vocational Education Identifiers—\*Oklahoma

This final report of the Oklahoma Research Coordinating Unit (RCU) for Vocational Education enumerates the results of activities in (1) the coordination of research, (2) the stimulation of research in vocational-technical education, (3) the conduct of research, (4) the dissemination of research findings, and (5) the training of researchers. Future activities of the RCU are also discussed. A complete listing of publications and research projects for the entire 4-year history of the RCU is included, and a special section is devoted to the description of techniques used to involve practitioners in the research process (e.g. workshops and "mini-grants"). Proposal forms and guidelines for writing proposals are appended. (GR)

**ED 035 761** 24 VT 010 205

Stiles, Philip G.

An Experimental Guide for Personnel Training Requirements of Technicians in Future Food Irradiation Technology Industries. Final Report. Connecticut Univ., Storrs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-A-007

Pub Date Sep 69

Grant—OEG-1-8-08A007-0034-058

Note—99p.

**EDRS Price MF-\$0.50 HC-\$5.05**

Descriptors—\*Agricultural Technicians, Conference Reports, Course Content, Curriculum, Educational Facilities, Educational Needs, Employment Qualifications, \*Food, \*Food

Processing Occupations, Post Secondary Education, \*Preservation, Program Guides, \*Radiation, Radiation Biology, Resource Materials, Safety, Surveys, Technical Education

With increasing requirements for food free from microbiological health hazards plus extended shelf life of refrigerated and non-refrigerated foods, many persons will need fundamental training in irradiation techniques and methods of handling irradiated food. Special training needs and criteria for training were defined by conducting interviews with 69 persons knowledgeable in the work performed by technicians associated with food and radiation. Major conclusions were: (1) Some post-high school vocational or college training is needed, (2) Core training should include radiation technology, health physics and safety, food processing, food chemistry, and mathematics with supplementary courses in biological sciences, packaging and electronics, (3) On-the-job training should be a definite entity in the training program, (4) Technicians must demonstrate logical thinking ability, neatness, accuracy, and responsibility, (5) A 2-year curriculum offered through a technical college or community college appears to be the most feasible, and (6) Continued inservice education is recommended. The document includes sections relating to (1) personnel safety, (2) facilities, (3) a conference on training food irradiation technicians, (4) a Federal Drug Administration report, and (5) an appendix of resource materials. Sixteen course outlines are included. (DM)

**ED 035 762** VT 010 230

Research Related to the Disadvantaged and Research Strategies for the Seventies.

Illinois Univ., Urbana. Div. of Agricultural Education.

Pub Date Jul 69

Note—25p.; Proceedings of the Annual Central Regional Research Conference in Agricultural Education (23rd, Urbana, Ill., Jul. 29-31, 1969)

Available from—Agricultural Education Division, Vocational and Technical Education Department, 357 Education Building, University of Illinois, Urbana, Illinois 61801 (\$5.00)

**EDRS Price MF-\$0.25 HC-\$1.35**

Descriptors—\*Agricultural Education, \*Conference Reports, \*Disadvantaged Groups, \*Educational Research, Research Needs, \*Research Projects

The 23rd Annual Central Regional Research Conference in Agricultural Education was attended by 67 participants and guests representing 12 states. This report contains summaries of major presentations, including: (1) "Research Strategies for the Seventies," by John Coster, (2) "Project REDY," by L.J. Phipps, H. Thomas, and D.L. Williams, (3) "Warsaw Project," by R.W. Walker, (4) "Evaluation of Concurrent Work-Education Models," by J.F. Bobbitt, (5) "Evaluation of Structured Occupational Experience," by A.J. Mannebach, (6) "The Principles Curriculum," by R. Peterson, and R. Dillon, (7) "Characteristics of Research Design with Implications for Research Proposals and Evaluation," by F. Barnes, D. Carver, and H. Lerch, (8) "Involving Teachers of Agriculture in Occupational Surveys," by G. Richter and R. Field, (9) "Project Agriculture," by R. Wilson, (10) "Initiating and Funding Research Projects—State Level," by V. Burgener, and (11) "Initiating and Funding Research Projects—Federal Level," by D.E. Neilson. Committee reports, the conference program, and a list of conference participants are included. (DM)

**ED 035 763** VT 010 237

Somers, Gerald G. And Others

The Training and Placement of Older Workers: An Evaluation of Four Community Projects.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—National Council on the Aging, Inc., New York, N.Y.; Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.

Pub Date Sep 67

Note—214p.

**EDRS Price MF-\$1.00 HC-\$10.80**

Descriptors—Counseling, \*Demonstration Projects, \*Evaluation, Job Placement, \*Older Adults, On the Job Training, Tables (Data), \*Unemployed, \*Vocational Rehabilitation

Identifiers—Baltimore, Boston, Buncombe County, Milwaukee, North Carolina

The major objective of this study was to examine the experience of four projects in Baltimore, Boston, Milwaukee, and Buncombe County, North Carolina in counseling and placing in jobs older hard-core unemployed workers. Originally the programs were designed to train the hard-core unemployed over 50 years of age. Generally the emphasis was changed from on-the-job training to counseling, job development and placement, and from selecting the most disadvantaged to selecting the least disadvantaged in the over-50 age group. There was little evidence that the program provided significant economic gains in employment or income, even though the participants expressed the opinion that they were pleased with the various programs. (BC)

**ED 035 764** 08 VT 010 238

Matthews, Joseph C., Jr.

Occupational Adjustment in the South: Part II.

An Examination of Age Distribution and Employment Participation Rates by Main Occupation for Workers in the South, 1940-1960. Center Research and Development Report No. 3.

North Carolina Univ., Raleigh. N.C. State Univ. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1005

Pub Date 68

Contract—OEC-5-85-107

Note—65p.

**EDRS Price MF-\$0.50 HC-\$3.35**

Descriptors—Age, Charts, \*Employment Trends, Negroes, \*Occupational Surveys, \*Southern States, Tables (Data)

Identifiers—Occupational Age Distribution, \*Participation Rates

This study examined age structure and changes in civilian participation rates in the South for 1940-1960. Age structure is defined as the distribution of employed workers in civilian occupations, while participation rates are percentages of employed persons of a specific age class as compared to the total Southern population. Participation rates for males of labor force age declined from 72.3 percent in 1940 to 68.3 percent in 1960 and for women they rose from 21.7 to 32.2 percent. The greatest increases in occupational employment participation rates occurred in occupations where there were high educational or occupational training prerequisites. Profound changes were recorded in white and nonwhite employment. Because of heavy out-migration, the proportion of nonwhite males in the labor force declined from 24 percent in 1940 to 17.5 percent in 1960 and for nonwhite women it dropped from 39.1 to 23.3 percent. A report on occupational employment levels, trends, and projections in the South is available as VT 010 239. (BC)

**ED 035 765** 08 VT 010 239

Matthews, Joseph C., Jr.

Occupational Adjustment in the South: Part I. A Summary of Occupational Employment in the South, 1940-1960, and Projections for 1970 and 1980. Center Research and Development Report No. 2.

North Carolina Univ., Raleigh. N.C. State Univ. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1005

Pub Date 68

Contract—OEC-5-85-107

Note—43p.

**EDRS Price MF-\$0.25 HC-\$2.25**

Descriptors—Age, Charts, \*Employment Projections, \*Employment Statistics, \*Employment Trends, Migration, Negroes, \*Occupational Surveys, Population Distribution, \*Southern States, Tables (Data)

Identifiers—\*Occupational Adjustment

Total employment in Southern United States increased 20.1 percent from 1940-50 and 13.6 percent from 1950-60 compared with 25.4 and 14.5 percent for the nation as a whole. The proportion of workers in the South to the entire United States decreased from 26.8 percent in 1940 to 25.4 percent in 1960. Over the 10-year period from 1950-60 the South suffered a net loss of 1.2 million persons and an out-migration of 650,000 Negro workers. For the 20-year period, white collar employment rose by 3.2 million, blue

collar by 2.5 million, service by 700,000, while farm employment declined 2.6 million. The change in the size of the labor force was projected to be 25.8 percent from 1960-1970 and 19.6 percent in 1970-80. These projections were greater than for the nation as a whole because of prospects for better education and training programs, reduction in out-migration, changes in age distribution, more urbanization, industrial growth, and more equal employment opportunity in the South. For a report on age distribution and employment participation rates see VT 010 238. (BC)

**ED 035 766** 08 VT 010 247  
Towne, Douglas C.

**A Program of Research and Development For Tennessee Designed to Bring Together All Available Research Resources to Support A Continuing Program of Vocational Education. Final Report.**

Tennessee Occupational Research and Development Coordinating Unit, Knoxville.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No.—BR-6-2730  
Pub Date Aug 69  
Grant—OEG-2-6-06-2730-2217  
Note—20p.

**EDRS Price MF-\$0.25 HC-\$1.10**

Descriptors—Bibliographies, \*Cooperative Programs, \*Educational Research, Financial Problems, \*Information Dissemination, \*Research Coordinating Units, \*Vocational Education

Identifiers—\*Tennessee

This report described the development and organization of the Research Coordinating Unit (RCU) in July 1966 which was designed to unite all research efforts and resources to support a continuing vocational education program in Tennessee. Financial support was provided by the Bureau of Research of the United States Office of Education, the Tennessee Division of Vocational and Technical Education, and the University of Tennessee. The major priorities were information dissemination, research, and development of research throughout Tennessee. The project was fairly successful in information dissemination and research but was not able to stimulate much research in the State. During the first year a rational base of operation was established. However, in the second and third years financial problems severely hampered the efforts of the RCU. (BC)

**ED 035 767** 08 VT 010 248

**Utah Coordinating Unit for Research in Vocational and Technical Education. Final Report.**

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
Bureau No.—BR-6-3046  
Pub Date Sep 69  
Grant—OEG-4-7-063046-1612  
Note—67p.

**EDRS Price MF-\$0.50 HC-\$3.45**

Descriptors—\*Educational Research, \*Evaluation, Information Dissemination, Program Descriptions, \*Research Coordinating Units, Research Needs, \*Research Projects, \*Vocational Education

Identifiers—\*Utah

The Utah Research Coordinating Unit (RCU) was established to conduct and supervise vocational research, develop research competency in the State, disseminate vocational research information, and provide help in preparing research proposals. The research needs of Utah were established by workshop and teacher briefings and interviews with district and state specialists. The RCU was involved in a total of 30 projects from July 1968 to August 1969 ranging from vocational education to rural youth to an evaluation of mobile electronics education. To aid in the development of state research competencies, the RCU encouraged graduate students and retired educational personnel to carry out needed research projects, and conducted conferences and workshops. In addition, the RCU helped persons prepare vocational education research proposals. Although the project did try to disseminate research information in vocational education, they were not able to find an efficient means of distributing the information. A description of 28 research projects is included. (BC)

**ED 035 768** VT 010 275  
**Employment and Training Legislation-1968; Background Information.**

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.  
Pub Date Apr 68  
Note—391p.

**EDRS Price MF-\$4.50 HC-\$19.65**

Descriptors—Evaluation, \*Federal Programs, \*Job Training, \*Labor Laws, Labor Legislation, \*Manpower Needs, \*On the Job Training, Tables (Data)

Identifiers—Congressional Proposals, Economic Opportunity Act, EOA, \*Manpower Development and Training Act, MDTA, Presidents State of Union Message

This volume supplied background information for employment and training legislation for the Committee on Labor and Public Welfare of the United States Senate for 1968. It includes: (1) excerpts from reports and recommendations of national committees and commissions on civil disorders, rural poverty, technology and automation, food and fiber, and urban coalition, (2) the complete texts of the Manpower Development and Training Act, Title I-B and D of the Economic Opportunity Act together with two articles evaluating federal manpower programs, (3) the President's proposals from his 1968 State of the Union Message and Manpower Message and Budgets, and (4) several proposals made by senators in the 90th Congress. A complete report on the 1968 hearings before the Senate Subcommittee on Employment, Manpower and Poverty is available as VT 010 274. (BC)

**ED 035 769** VT 010 280

Downer, Howard I.

**Attitudes of Selected Groups Concerning the Role of Vocational-Technical Education Programs for Occupations in Agricultural Resources.**

Pub Date Mar 68  
Note—98p.  
Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106  
Document Not Available from EDRS.

Descriptors—\*Agricultural Education, \*Agricultural Occupations, \*Attitudes, Curriculum Development, Doctoral Theses, Educational Needs, Instructional Materials, \*Natural Resources, \*Program Development

The attitudes of professionals, businessmen, teachers, principals, and extension personnel toward establishment of programs of vocational-technical education for occupations concerned with conservation, protection and regulation, and recreational utilization of agricultural resources were studied. Attitudes concerning the importance of selected instructional units for inclusion in the course content of occupational education for agricultural resources were also measured. A random sample of 20 for each of the five groups was selected from a list of qualified persons. Data were gathered through a personal interview and analyzed through an analysis of variance, Duncan's Multiple Range Test, symmetric correlation, factor analysis, and varimax notation. Major findings were: (1) There were significant differences in the mean importance ratings among the groups on 10 items of program establishment and on 12 items of instructional units, (2) Factor analysis failed to cluster meaningful groupings of items of program establishment, and (3) There was consensus of opinion among the groups on 81 percent of the items in the schedule. It was concluded that items receiving a rating of some importance or higher should be given serious consideration when planning programs. This Ed.D. thesis was submitted to The Pennsylvania State University. (DM)

**ED 035 770** VT 010 281

**Health Manpower, United States 1965-1967; Vital and Health Statistics Data on National Health Resources. Public Health Service Publication No. 1000-Series 14-No. 1.**

Public Health Service (DHEW), Washington, D.C. National Center for Health Statistics.  
Pub Date Nov 68  
Note—64p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS2.85/2:14/1, \$6.00)

**EDRS Price MF-\$0.50 HC Not Available from EDRS.**

Descriptors—Dentists, \*Employment Statistics, \*Health Occupations, \*Labor Supply, \*National Surveys, Nurses, Physicians, Tables (Data)

This report supplies summary statistics for 70 health occupations in 35 different health fields. The data was collected from such sources as educational programs, places of employment, and records of certification, licenses to practice, registration, and association memberships. In 1967 there were 34 million persons in health occupations. There were 305,500 physicians, 98,700 dentists, and 659,000 registered nurses and the remainder were in allied health occupations which required either specialized education or on-the-job training. This report is divided into seven different parts. The first two discuss how to measure the supply of health manpower and the sources of manpower statistics. The other five consider the health manpower situation in medicine, dentistry, nursing, pharmacy, and hospitals and nursing homes. (BC)

**ED 035 771** VT 010 286

**Education, Human Resources, and Development in Latin America.**

United Nations Economics Commission for Latin America, New York, N.Y.  
Pub Date May 68  
Note—256p.

Available from—Sales Section, Publishing Service, United Nations, New York, New York 10017 (\$3.00)

**EDRS Price MF-\$1.00 HC-\$12.90**

Descriptors—\*Development, \*Education, Educational Demand, Financial Problems, \*Foreign Countries, \*Human Resources, Planning, Social Structure, Universities, Values

Identifiers—\*Latin America

This report combined all information and research data compiled by the Economic Commission for Latin America and the Latin American Institute for Economic and Social Planning about human resources, education, and development for Latin America. The first section examines the demands of development on the educational system in terms of training skilled manpower and full employment. Sections II and III review the relationship between the educational systems and social structure and the guiding values of the educational system. The next two parts analyze the relationship between universities and development and the overall place of education in development planning. The last part discusses how resources are allocated for education. (BC)

**ED 035 772** VT 010 296

Peay, Moisselle

**Personnel Training and Employment Needs of Hospital Food Services in Tennessee.**

Pub Date Dec 69  
Note—112p.

**EDRS Price MF-\$0.50 HC-\$5.70**

Descriptors—\*Clerical Workers, \*Educational Needs, \*Food Service Occupations, Foods Instruction, \*Hospitals, Managerial Occupations, \*Manpower Needs, Occupational Home Economics, Supervisors

Identifiers—\*Tennessee

Personnel training and employment needs in connection with food service were studied through interviews with hospital administrators and food service managers in 25 selected Tennessee hospitals. Mentioned most often by managers as important were the areas of communications and human relations for all job classifications except food preparation, food service, and food sanitation workers; for these workers, the area of sanitation and personal hygiene was considered more important. Other high ranking areas were: (1) for managerial personnel—management principles, human nutrition and food science, and personnel administration, (2) for supervisory personnel—principles of quantity food preparation and service, use and care of equipment, and sanitary and safety standards, (3) for clerical personnel—general principles of food inventory control, food issue, and stock room operation, basic mathematics, and menu and diet terminology, (4) for food preparation workers—food preparation for special diets, use of standardized recipes, and principles of quantity food preparation and service, (5) for food service workers—food display and service, human relations, and communications, (6) for food sanitation workers—use and care of equipment and safety. Positions con-

sidered to be most difficult to fill were those of food preparation and food sanitation workers. This M.S. thesis was submitted to The University of Tennessee. (JK)

ED 035 773 08 VT 010 311

Horner, James T. And Others

An Experimental Evaluation of Approaches to Preparing High School Students for Agricultural Occupations Other Than Farming and (Principles Versus Traditional Approach to Teaching Vocational Agriculture). Final Report.

Nebraska Univ., Lincoln.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0069

Pub Date Jun 69

Grant—OEG-05-85-020

Note—402p.

EDRS Price MF-\$1.50 HC-\$20.20

Descriptors—Achievement Tests, Cooperative Education, Curriculum Development, \*Curriculum Evaluation, Curriculum Guides, Followup Studies, High School Students, Longitudinal Studies, \*Off Farm Agricultural Occupations, \*Pilot Projects, Questionnaires, Student Attitudes, \*Teaching Methods, \*Vocational Agriculture

Identifiers—Nebraska, \*Principles Approach

To evaluate the effects of selected treatment and classification factors on the preparation of high school students for initial entry into agricul-

tural occupations other than farming, and to compare the effectiveness of structuring agricultural subject matter based on the principles approach with the traditional approach, 24 Nebraska schools were randomly selected for this pilot study. For Phase I, the four treatment groups of related instruction, directed work experience, a combination of related instruction and direct work experience, and a control group were evaluated in a three-way analysis of covariance design. No statistical differences in the various treatment combinations were found although students with no exposure to related instruction scored higher on the work-opinion inventory. Phase II of the study evaluated the principles approach in teaching agricultural subject matter based on a standardized agricultural achievement test. It was found that the achievement of subjects taught by the principles approach was equal to or significantly greater than the control group. A major problem in Phase I was lack of an adequate dependent variable measurement, and in Phase II it was difficult to get teachers to completely adopt the new method of instruction. Appended are the instruments used in the study, the agricultural principles taught, and a course of study for off-farm agricultural occupations. (DM)

ED 035 774 08 VT 010 358

Hergenreiter, Leonard

Continuation of the Colorado Research Coordinat-

ing Unit. Final Report.

Colorado Research Coordinating Unit, Fort Collins.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-6-3015

Pub Date Sep 69

Grant—OEG-4-7-063015-1589

Note—15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors—\*Educational Research, \*Evaluation, \*Information Dissemination, \*Research Coordinating Units, \*Research Projects

Identifiers—\*Colorado, Colorado State University

This report surveyed the activities of the Research Coordinating Unit (RCU) at Colorado State University from June 1966 to August 1969.

The RCU was responsible for coordinating data collection at several State agencies and research of the State Board and teacher training institutions. Information dissemination activities included the preparation of two films on vocational education, the organization of a dissemination and resource center at the university, and publication of various booklets and pamphlets about vocational education. In addition, the RCU tried to stimulate research and development at the local and university level by coordinating projects and working closely with graduate students at the Vocational Education Department at Colorado State University. (BC)





